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STURGIS CHARTER SCHOOL

HYANNIS, MASSACHUSETTS

(Located within the Town of Barnstable)

Final Application

submitted to
Commonwealth of Massachusetts
Department of Education
Charter School Office

January 5, 1998

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DEPT OF EDUCATION
BOSTON OFFICE

I. Applicant Information Sheet

(This sheet must be attached to the prospectus and final application.)

This application is for a (check one):

☒ Commonwealth Charter ☐ Horace Mann Charter

(Please Type)

Name of Proposed Charter School STURGIS CHARTER SCHOOL

School Address (if known) 427 MAIN STREET PO BOX 285

School Location (City/Town) HYANNIS, MA 02601

Name of Group Applying for the Charter STURGIS EDUCATIONAL FOUNDATION

Contact Person RICHARD PORTEUS

Address 215 SOUTH MAIN STREET

City CENTERVILLE State MA Zip 02632

Daytime Tel: (508) 771-2300 Fax: (508) 778-1388

E-mail: porteus@capecod.net

The proposed school will open in the fall of school year: ☒ 1998-99 ☐ 1999-00

| School Year | Grade Levels | Total Student Enrollment |
|-------------|--------------|--------------------------|
| First Year | 9 | 150 |
| Second Year | 9-10 | 285 |
| Third Year | 9-11 | 415 |
| Fourth Year | 9-12 | 540 |
| Fifth Year | 9-12 | 540 |

Will this school be a Regional Charter School? ☐ Yes ☒ No

School Districts from which students are expected to come (use additional sheets if necessary):

| | | |
|-----------------------------|-----------------------------|-----------------------------|
| <u>BARNSTABLE</u> | <u>DENNIS/YARMOUTH</u> | <u>SANDWICH</u> |
| <u> </u> | <u> </u> | <u> </u> |
| <u> </u> | <u> </u> | <u> </u> |
| <u> </u> | <u> </u> | <u> </u> |

III. Commonwealth Charter School Certification Statement

Proposed Charter School Name STURGIS CHARTER SCHOOL

Proposed School Location (City/Town) HYANNIS, MA

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further, I understand that, if awarded a charter, the proposed school shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person Richard T. Porteus, Jr Date 11/14/97

Print/Type Name RICHARD T. PORTEUS, JR.

STURGIS
CHARTER SCHOOL
HYANNIS, MASSACHUSETTS

Final Application

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STURGIS CHARTER SCHOOL

I. ABSTRACT

Mission

STURGIS CHARTER SCHOOL will be an independent public high school offering Cape Cod students an intellectually rigorous education in the tradition of the liberal arts and sciences, a course of study aimed at independence of thought and generosity of spirit.

To foster international awareness and understanding and ensure world-class standards of academic achievement, Sturgis will apply for membership in the International Baccalaureate Organization.

To motivate its students to achieve at high levels, STURGIS will draw on Barnstable's marine environment and maritime heritage to develop the esprit de corps and individual curiosity, character, and courage necessary for all to succeed.

To be located in downtown Hyannis, within a short walk of athletic fields and the waterfront, STURGIS will serve a co-ed population of 500-600 students, beginning with 150 freshmen in September 1998 and adding a grade a year.

STURGIS CHARTER SCHOOL will exist to:

- Prepare STUDENTS to meet world-class standards of academic achievement at the secondary level.
- Enable TEACHERS to contribute to the best practices of their profession.
- Support PARENTS in raising their children to become responsible adults.
- Engage the COMMUNITY in thoughtful discussion of the goals and methods of public education.

Educational Philosophy

STURGIS CHARTER SCHOOL will be subject-centered, teacher-driven, and committed to the success of the individual student, not the mythical "average." STURGIS will involve all students in a challenging course of study focused on mastering the fundamental disciplines of a liberal education, an education in *how* to think, not *what* to think.

Within the curriculum guidelines of the International Baccalaureate Organization, and taking advantage of the teacher-training offered to member schools, experienced teachers will be free to teach to the needs of the individual student. Teachers will control the schedule of the academic day, allowing for strategic use of time in meeting the learning objectives of the core disciplines included in the International Baccalaureate Diploma Program.

STURGIS will personalize the learning experience of the individual student in an effort to support each through four years of rigorous study in five core disciplines. Key to this approach will be the "Office of Study Counsel," which operates under the assumption that all students can benefit from assistance with academic and study skills.

Key Goals and Expected Outcomes

- All students engaged in serious academic work.
- A school atmosphere that supports academic achievement at high levels for all students.
- A budget, schedule, and calendar that place a priority on learning.
- Community and parental involvement that increases the resources of the school, extends the walls of the classroom, and complements the expertise of the teaching staff.

II. NARRATIVE

1. MISSION STATEMENT

What is the purpose of this school?

THE STURGIS VISION

STURGIS CHARTER SCHOOL will be an independent public high school offering Cape Cod students an intellectually rigorous education in the tradition of the liberal arts and sciences, a course of study aimed at developing independence of thought and generosity of spirit.

To foster international awareness and understanding and ensure world-class standards of academic achievement, STURGIS will apply for membership in the International Baccalaureate Organization. (Recognized for its high standards by colleges and universities world-wide, the IB Diploma Program is subject-centered and teacher-driven, currently involving 768 high schools in 94 countries. Although many public high schools offer the IB program, STURGIS would be among the first in North America to involve ALL students in this challenging program.)

To motivate its students to achieve at high levels, STURGIS will draw on Barnstable's marine environment and maritime heritage to develop the esprit de corps and individual curiosity, character, and courage necessary for all to succeed.

THE STURGIS MISSION

STURGIS CHARTER SCHOOL exists to:

- *Prepare STUDENTS to meet world-class standards of academic achievement* through strategies that address the strengths and weakness of individual students.
- *Enable TEACHERS to contribute to the best practices of their profession* by defending the integrity of the academic day and the priority of the school's academic mission; respecting the ability of experienced teachers to manage the academic resources of the school; maintaining a collegial work environment; and providing opportunities for professional development.
- *Support PARENTS in raising their children as responsible adults* by providing "responsible rites of passage," designed to challenge the assumptions, stretch the minds, and excite the imaginations of all students through exploration of our marine environment, investigation of our maritime heritage, and pursuit of excellence in competitive athletics and the studio and performing arts.
- *Engage the COMMUNITY in thoughtful discussion of the goals and methods of public education* by serving as a laboratory of innovation, testing, and adaptation of strategies for successful teaching and learning.

WILLIAM STURGIS

A native of Barnstable and long-time resident of Boston, William Sturgis (1782-1863) was a shipmaster, merchant, legislator, and philanthropist. His many endeavors—economic, political, cultural and civic—resulted in lasting benefits to his birthplace and his nation.

In William Sturgis, the curiosity, character, and courage he cultivated in his youth produced the good judgment and generosity of his later years. This school celebrates his decision—at sixteen and in difficult circumstances—to make education his priority.

2. STATEMENT OF NEED

Barnstable needs choice, standards, and accountability in public secondary education for our students to overcome the limitations of a seasonal economy and an insulated community.

- *Barnstable's economy is seasonal and tourist-based.* Many jobs in this sector are low-skill and low-pay, while the fragile and finite nature of Cape Cod inhibits the growth of other opportunities. Barnstable is 69 miles from Boston (75 miles from Providence) and a distance from the economic activity of Routes 128 and 495. The economic hub of Cape Cod, Barnstable is itself well outside the sphere of most of the Bay State's commerce and industry. Although some high school graduates will find employment locally, most will have to qualify and compete for opportunities "over the bridge" and should be encouraged to expand their options through serious study of core academic subjects.
- *Cape Cod is an island with Barnstable at its center.* Although larger than Martha's Vineyard, Cape Cod is still an "island," with all the insularity of a small community cut off from the mainland. Barnstable's population does not yet reflect the increasingly cosmopolitan world local graduates are likely to encounter. (See Attachments 1 and 2)
- *Choice is limited.* Neither the best nor the worst of schools, Barnstable High School resembles the large, comprehensive high school described by Arthur Powell in *The Shopping Mall High School* (1982) and Jurgen Herbst in *The Once and Future School: 350 Years of American Secondary Education* (1996). Students number 1764, with 2600 expected by the year 2002. Maintaining order consumes an increasing amount of money, time, attention, and energy. Academically, a small number of students follow a demanding course of study, others follow a less demanding course weighted toward topical subjects, non-academic electives, and life adjustment skills.

Currently BHS is de-emphasizing core academic disciplines in favor of career preparation. As the result of a \$368,000 "school-to-work" grant, the local district has declared that "the curriculum at Barnstable High School will be geared to prepare students for the world of work." Beginning in eighth grade and involving all children, "Interest Pathways" will require students to identify a career path and select courses accordingly. Some parents and teachers are concerned that such an approach limits a student's options at precisely the moment education should increase them.

Two nearby school districts offer "school choice," yet refrain from openly competing for students or significantly differentiating themselves. (Both have "comprehensive" high schools.) As Barnstable's Director of Secondary Curriculum reported to the School Committee this summer, "a gentleperson's understanding" (his term) has limited competition among districts.

- *Standards are low.* As the student population has grown dramatically over the past ten years, Barnstable has come to define "quality education" in terms of bricks and mortar. For too long, Barnstable has relied on the assurances of administrators that the system is already "outstanding," "excellent," and "among the finest," despite repeated evidence to the contrary. (See following page.)
- *Accountability is minimal.* BHS spent the last two years on "warning status" with the National Association of Schools and Colleges (NEASC). During the same period, the School Committee experienced a large and unforeseen deficit of \$2,500,000. Yet, voter turn-out in the recent election, which included candidates for two of five seats on the School Committee, was eighteen percent. The two candidates who declared their top priority to be "getting more money from the state" were elected. The two candidates who stressed higher academic standards and greater accountability were not. After the election, the top vote-getter, who had declined to participate in the only debate or otherwise make his views known, declared himself to have had the support of the Barnstable Teachers Association.

THE OFFICIAL VIEW (Barnstable School Administration)

"The Barnstable School System has long been regarded as one of the most outstanding in Massachusetts." Superintendent Russell J. Dever, *Town of Barnstable Annual Report*, June 1996.

THE REALITY

"On April 10, 1995, Barnstable High School was placed on warning status by the New England Association of Schools and Colleges...According to Mrs. Peg Regan, assistant principal, BHS is not in danger of losing its accreditation. However, she feels that we (the administration) really dropped the ball on understanding the responsibility we had." Barnstable High School Student Newspaper, *Insight*, February 1996

Change in Student Achievement from 1994-95 to 1995-96

| | |
|-----------------------------------|---------------|
| Math 1 College Placement 1 | 16 % decrease |
| Math 2 College Placement 1 | 7% decrease |
| Pre-Algebra College Placement 2 | 35% decrease |
| Algebra 1 College Placement 2 | 27% decrease |
| Algebra 2 College Placement 2 | 6% decrease |
| Advanced Math College Placement 2 | no change |
| Pre-Calculus College Placement 2 | no change |
| Algebra 1 Honors | 35% increase* |
| Algebra 2 Honors | 53% decrease |
| Advanced Math Honors | 33% decrease |
| Pre-Calculus Honors | 6% decrease |

*Many students who had already studied Algebra 1 as eighth-graders decided to retake Algebra 1 on the honors level as ninth-graders.

Source: *Mathematics Department Preliminary Report*, July 14, 1996.

THE OFFICIAL VIEW (Barnstable Teachers Association)

"Barnstable is among the finest school systems in the state. Year after year, Barnstable students achieve the highest levels of academic success. More than 70% of our graduating seniors go on to some of the finest colleges and universities in the country." Barnstable Teachers Association, Letter to Parents, February 10, 1997.

THE REALITY

Percent of class of 1996 going on to four-year college: 50.9%

Percent of class of 1996 going on to two-year college: 20.7%

Source: "School District Profile," Massachusetts Dept. of Education, November 1997.

Required grade in pre-requisite Mathematics courses in 1996: C-

Required grade in pre-requisite Mathematics courses in 1997: D-

Source: Barnstable High School Guidance Department, November 1997

BHS Seniors taking Advanced Placement English: 13 (out of 395)

BHS Juniors/Seniors taking Advanced Placement U.S. History: 19 (out of 808)

Source: Barnstable High School Guidance Department, October 1997.

A. Why is this kind of school needed...

STURGIS CHARTER SCHOOL will introduce *choice*, *standards*, and *accountability* to public secondary education within Barnstable to help students overcome the limitations of a seasonal economy and an isolated community. STURGIS will:

- Create *choice* by 1) providing a smaller, focused, affordable, and easily replicated alternative to the large comprehensive high school; 2) focusing on a liberal arts education as preparation for life as well as work; 3) using an international, rather than multicultural, approach to teaching awareness of and respect for other cultures; 4) emphasizing character development and personal responsibility; 5) using Barnstable's marine and maritime connections to create a school identity and sense of place.
- Raise *standards* by 1) implementing the standards and assessments of the International Baccalaureate Diploma Program; 2) organizing the resources of the school to allow for support *as-needed* for each and every student; 3) creating a system of continuous assessment to ensure that no student is left behind; 4) applying the quality management theories and techniques of W. Edward Deming to an academic setting; 5) building a school culture that emphasizes diverse backgrounds, *common* goals; 6) requiring every student, teacher, and trustee to assist in the care of the school, including the welfare of its individual members; 7) devising specific strategies to nurture the sense of belonging and esprit de corps necessary for all students to achieve at a high academic level.
- Provide *accountability* by 1) adopting a governance structure dedicated to the widest possible involvement of all constituencies; 2) maintaining the free flow of relevant information to all interested parties, including local school districts; 3) aligning the learning objectives and performance measurements of Sturgis Charter School with the standards and assessments of the IBO; 4) creating a logbook of each class's achievements including regular analyses of academic progress and comparison with past classes; 5) posting on a monthly basis a YTD budget arranged as a managerial report; 6) publishing one-page performance curves for each class after the end of each trimester reflecting the percentage of the year's learning objectives that have been achieved by that date.

...in this community?

- *Barnstable needs a second high school.* The decision to increase the size of the existing high school was based on financial considerations, not the needs of students. Both the current principal and his immediate successor have publicly acknowledged the educational advantages of smaller schools.
- *Barnstable is the largest Cape community, with the largest and most diverse student population.*
- *STURGIS will be within a five-minute walk of Cape Cod's regional transportation hub.* The school will be less than an hour commute from Provincetown, Woods Hole, or Plymouth.

B. Why is a charter necessary in order for this program to exist or succeed?

- *Fear of failure among elected school committee members and career administrators.* As proposed, Sturgis will be one of very few public high schools in North America committed to helping all its students through the rigors of the IB Diploma Program, a highly ambitious goal.
- *Re-ordering resources along the Sturgis Model would be politically unfeasible.* The costs of having all students participate in the IB Diploma Program will approximate \$75,000 per year. Also, eliminating full-time administrators, guidance counselors, and teachers from non-core subject areas in favor of adding assistant teachers and tutors would not survive union objections. Placing athletics and performing arts outside the regular budget would be unpopular with many parents.
- *Barnstable School District has sought to limit choice.* Unlike Cambridge, a district of similar size, Barnstable has no choice on the high school level, has usually voted against school choice, and does not announce the availability of intra-district choice on the elementary and middle school levels.

C. What evidence exists that there is a sufficient demand for the educational program you are proposing?

In October, the founders' group announced its intention to seek a public school charter. In November the group held several informational meetings to introduce the public to the proposed school and its educational program. Over eighty persons, primarily parents, attended. Their response to the proposed program was extremely positive, including many offers of help. In addition, the founding group has collected over 300 signatures of people in our community who "support the proposal for Sturgis Charter School because we need greater public high school choice in our community." Most of those signing these petitions are parents. Seventy signatures are from parents of current eighth graders. (These signatures are available upon request). In early December and on very short notice, the founders held a "student focus group" to discuss issues surrounding codes of conduct. The response far exceeded expectations. Not including members of the founding group or their children, seventeen eighth-graders and their parents attended the two hour session. The eighth graders represented seven different middle schools in the area, including middle schools in Hyannis, Marstons Mills, Mashpee, and Dennis/Yarmouth, the Lighthouse Charter School in Orleans, St. Francis Xavier in Hyannis, and Cape Cod Academy in Osterville.

Such positive response at these public meetings, at a time when the school is still only a proposal, indicates sufficient demand of Sturgis Charter School's educational program. Furthermore, Sturgis will be easily accessible from many communities throughout the Cape (and Nantucket) because of its central location.

3. EDUCATIONAL PROGRAM

A. What will be the school's educational approach?

With the aim of building students' intellect, character, and spirit, Sturgis Charter School will offer a curriculum focused on core academic disciplines; a co-curriculum of athletics and the studio and performing arts; and a variety of extra-curricular opportunities.

THE CURRICULUM

The Sturgis curriculum will provide the basis of a liberal education, with emphasis on developing each student's literacy and numeracy to their fullest. All students will pursue each of five core disciplines (English, a modern foreign language, history, science, and mathematics) for all four years. Although there will be limited choice of subjects, there will be considerable choice of assignments within each subject, as well as the opportunity for students to weight more heavily the humanities or math and science. Art and music history and appreciation will be an integral part of the humanities courses.

In addition to taking full advantage of Cape Cod's marine environment and maritime heritage, the approach to the curriculum will be both interdisciplinary and international. For this reason, Sturgis Charter School will apply for membership in the **International Baccalaureate Organization (IBO)**, a nonprofit educational foundation based in Geneva, with regional offices in New York, Buenos Aires, and Singapore, and representatives in Stockholm, Sydney, Mumbai, Tokyo, Amman, Nairobi, and Mexico City. The IBO administers the IB Diploma Program. Originally designed in 1967 for international schools, the IB Diploma Program has gone far beyond the needs of their small population and is now a significant educational force, involving 768 schools in 94 countries.

NOTE: Only schools authorized by the IBO are eligible to teach the curriculum and register candidates for examination. Each school that wishes to offer the IB curriculum and/or IB examinations must formally apply to IBO for authorization. The application process is thorough and demanding. Schools must conduct a self-study, submit significant and substantial documentation, and receive an on-site inspection. (See Attachment 3.)

The **IB Diploma Program** is based on the pattern of no single country, but incorporates the best elements of many. International curriculum planners seek to ensure that the organization's educational aims are embodied in the structure and content of the program itself.

Subjects are studied concurrently and students are exposed to the two great traditions of learning—the humanities and the sciences. Distribution requirements ensure that the science-oriented student is challenged to learn a foreign language and that the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing higher level concentrations allows the student to pursue areas of personal interest.

IB Diploma candidates are required to select one subject from each of six subject groups. At least three and not more than four are taken at higher level (HL), the others at subsidiary or standard level (SL). HL courses represent 240 teaching hours, SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period.

The IB Diploma is awarded by the IBO to students who successfully sit for external examinations in six academic subject areas; complete a course of study in the Theory of Knowledge; present an extended essay reflecting the student's independent research and analysis in one of the six subject areas; and participate in the arts, athletics, or community service. (The IBO encourages all students to engage in the full program. Those who fail to satisfy all requirements receive certificates for examinations completed. Each year, between 70-75% of the students world-wide who attempt the diploma earn it.)

Requirements for the IB Diploma are structured to meet the entrance requirements of the best universities throughout the world, while striving to meet the ideal of a universal education. Formal agreements exist between the IBO and many ministries of education and private institutions. Numerous colleges and universities offer advanced standing or course credit to students with strong IB examination results.

The **IB Program at Sturgis Charter School** will be a four-year course of study with two phases. Freshmen and sophomores will follow the Preliminary IB Program (Pre-IB). Junior and seniors will follow the IB Diploma Program.

Sturgis Course of Study (combining requirements of Sturgis Charter School and IB Program)

| Group | Description | Pre-IB | | IB | | Required |
|-------|---------------------------------------|-------------------|----------|--------------|----------|----------|
| 1 | Language A1* | English | English | English | English | 4 years |
| 2 | Language A2, B or <i>ab initio</i> ** | French | French | French | French | 4 years |
| 3 | Individuals and Societies | History | History | History | History | 4 years |
| 4 | Experimental Sciences | Physical Sciences | Biology | Chemistry | Physics | 4 years |
| 5 | Mathematics | Algebra | Geometry | Trigonometry | Calculus | 4 years |
| 6 | Other | Latin | Latin | Elective*** | Elective | |

**Language A1* is the student's first language. (For most, though not necessarily all students, this would be English.) This subject group includes the study of world literature.

***Language A2, B, or ab initio* is a second modern language on an appropriate level. At Sturgis, all students for whom English is not a second language will study French. Other languages may be added in the future.

****Electives* at Sturgis will consist of higher-level Latin or a second subject from Group 3 or Group 4 (such as geography or a higher-level mathematics or science course.)

Students who complete the Sturgis Course of Study (and meet any additional requirements set by the board of trustees) will receive a **Sturgis Diploma**, as well as certificates for each IB examination satisfactorily completed. In addition, students who score a minimum total of 24 points (of a maximum 45) on the six IB examinations, and satisfactorily complete the Extended Essay, Theory of Knowledge Course (offered in junior and senior years), and community service requirement, will receive an **IB Diploma** from the IBO.

TECHNOLOGY POLICY

Technology is a means, not an end; a tool, not a subject. Used for communications, research, and class preparation, technology has the potential to improve the productivity of all within the Sturgis Charter

School community. Believing that the greatest day-to-day benefit from technology is in the home, Sturgis will develop strategies that eventually enable all students to acquire or upgrade home PCs. Training of students, faculty and parents is essential. In-school computers will primarily meet administrative needs and teaching requirements in addition to providing central research and communications functions through a server-based solution. Interested students will be trained to provide PC support, as much as possible, throughout the school community.

THE CO-CURRICULUM

Sturgis Charter School will strive for full student participation in athletic and arts programs during each year. Program offerings will depend on student interest, cost, and the potential for high quality. These programs, which are optional, will be funded primarily through user fees that vary according to program. Athletic fees will most likely range between \$75 and \$150 per season of participation, comparable to those charged by other public school districts in Massachusetts. Fees for arts programs (for example, instrumental ensembles, chorus, theater, dance, painting) will likely range between \$25 and \$50 for each ten-week session. Fees will be waived for families on AFDC.

EXTRA-CURRICULAR ACTIVITIES

Sturgis Charter School will encourage faculty, students, and other members of the Sturgis community to use its facilities in pursuit of extra-curricular activities that provide participants with recreation, enrichment, or opportunities for community service. The school's prominent and easily accessible location on Main Street in Hyannis makes it a natural center for these activities.

B. What will be the major sources for the school's curriculum?

The curriculum for freshman and sophomore year—the Pre-IB phase—will follow the **Massachusetts Curriculum Frameworks**, while drawing upon both the **New York Regents Curriculum** and the **IB Middle Years Program** (which extends through 10th grade). Sturgis will purchase whatever additional materials may be advisable, as well as rely on the ability of experienced master teachers to develop some material in-house. The goal will be superior performance of Sturgis students on the MCAS exam, while developing in students the basic skills and factual knowledge required for success in the IB Diploma Program during their junior and senior years.

The last two years will follow the curriculum of the IB Diploma Program. In addition to using the materials provided, Sturgis teachers will take full advantage of the frequent curriculum and instruction workshops scheduled by the IBO. They will also use the Internet to share ideas with IB colleagues around the world.

In addition to the sources of curriculum named above, the faculty of Sturgis Charter School will adapt or design curriculum that takes advantage of local and nearby resources. Barnstable has nearly 400 years of recorded history, in an area inhabited for 10,000 years, on a peninsula that forms the border between major ecological systems. Owing to Barnstable's maritime history, its residents have traveled to and from all corners of the earth, while Barnstable's attractiveness as a resort draws visitors, retirees, and residents from around the world. Its marine environment has drawn scientific researchers since the days of Alexander Agassiz and now supports two of the world's major marine research institutions.

C. What educational theory, approach, school design, or teaching methodology will be the foundation of the educational program?

Sturgis Charter School will be subject-centered, teacher-driven, and committed to the success of the individual student, not the mythical "average" student. The Shopping Mall High School, a report co-sponsored by the National Association of Secondary School Principals, concludes that "purpose, push, and personalization" must be present in a school for all students—including the middle 70% of students considered to be "average"—to have the opportunity to succeed academically. These three attributes loom

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
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JAN 10 1964

TO THE DIRECTOR
FROM THE DEPARTMENT OF CHEMISTRY
RE: [illegible]

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large in many schools that succeed despite daunting odds. Inner-city schools such as Deborah Meier's Central Park East Secondary School (Harlem), Michael Johnson's Science Skills (Brooklyn), and Jaime Escalante's calculus classes at Garfield High School (East Los Angeles) are inspiring examples. Sturgis Charter School will translate "purpose, push, and personalization" into local terms through an educational program with the following key features:

- ***Subject-centered.*** Sturgis will involve all students in a challenging course of study focused on mastering the fundamental disciplines of a liberal education, an education in *how* to think, not *what* to think. The curriculum will be based on the International Baccalaureate Diploma Program, which provides extensive teacher-training in core subject areas.
- ***Teacher-driven.*** Individual teachers will be free to pursue the learning objectives of the IB Diploma Program in the manner they think best, with the advice of their colleagues on the faculty and at other schools, and subject to the assessment of results by the International Baccalaureate Organization. Teachers will control the schedule of the academic day, allowing for interdisciplinary treatment of two or more subjects when appropriate. This flexibility will support a wide variety of groupings and pedagogical techniques. Among these will be the three techniques recommended by Mortimer Adler in *The Paideia Proposal*: didactic presentation of information, coaching for skills, and Socratic dialogue to build understanding. In addition, teachers will take advantage of opportunities for hands-on learning and field research. The faculty, as a whole, bears immediate responsibility for the academic success of the school and will recommend its own budget, subject to the input of the Principal Teacher and Administrative Manager and the approval of the Board of Trustees.
- ***Committed to the success of the individual student.*** Sturgis will personalize the learning experience of the individual student in an effort to support each through four years of rigorous study in five core disciplines. Key to this personalization will be the **Office of Study Counsel**, which operates under the assumption that all students can benefit from assistance with academic and study skills. This office will work with each student, his or her parents/guardians, and teachers to create an individual MAP (multi-year academic plan) intended to assess the student's strengths and weaknesses, devise strategies for minimizing weaknesses and exploiting strengths, and support the student as these strategies are carried out. As part of this function, the Office of Study Counsel will provide:
 - ***Multiple small-group workshops and one-on-one tutorials.*** Developed by the OSC director in consultation with the faculty, workshops and tutorials respond to specific learning needs of the individual and anticipate needs likely to arise when new subject matter is introduced in class.
 - ***Training center for teachers and volunteers.*** OSC coordinates teacher-training in the area of various learning styles and special education for specific learning disabilities and issues.
 - ***Coordinating office for Special Education requirements under Massachusetts law.***

D. How will student performance be assessed?

Marking Scheme

- Percentage scores, not letter grades, for all assessments. Scores correlated to IBO marking system.
- Emphasis on "where you are" in terms of the learning objectives, not "who you are" in comparison to other students.

Tests and Examinations

- **External, cumulative assessments.** In addition to the MCAS test in the spring of sophomore year, and the SAT-II after the completion of individual courses, students will sit for the IB Exams in spring of junior and senior year.

According to the IBO, responsibility for all academic judgements about the quality of a student's work rest with more than 2600 examiners world-wide, led by chief examiners with international authority. A variety of assessment methods is used to value both the content and the process of

academic achievement and to take into account different learning styles and cultural patterns. Conventional external examination techniques (essay, short answer, multiple choice, etc.) are complemented by internal assessment of coursework by the teachers responsible for evaluating students over the two-year period. With classroom teachers and international examiners working in partnership, the emphasis is on ensuring that students have ample opportunity to demonstrate what they know and are able to do.

- Internal, periodic assessments. Trimester and final exams will be matched to IBO performance standards. Teachers in certain subjects will also require and assess student portfolios.
- Internal, continuous assessment. The Board of Trustees will require each department to create means of assessing student performance internally on a monthly or similar basis, then communicate results.

E. How will students with special needs and those who cannot speak English proficiently be served in accordance with state and federal law?

Through its Office of Study Counsel, Sturgis Charter School will have access to a special education administrator, who will be contracted to supervise the provision of special education as required by law. IEPs of all students will be reviewed each May and June. Meetings will be arranged at this time to accommodate families with new students enrolled at the school.

All new Sturgis students speaking English as a second language will be assessed on their proficiency in English to determine appropriate actions, to be taken through the Office of Study Counsel, in full compliance with M.G.L. c 71 and 603CMR14. The IB curriculum is available in English, French, and Spanish. Within the IB curriculum, Language A1 may be satisfied in forty languages.

F. How will the school's schedule and calendar (use of time, length of school day and year) be structured?

Each day will consist of an "academic day," preceded and followed by time for academic assistance, studio and performing arts, or athletics. Outside of the academic day, academic assistance programs, under the Office of Study Counsel, take precedence in student schedules. Standard arrival time at school will be 7:30 a.m.; arts and academic assistance will take place for one hour before the start of the academic day at 8:45 a.m. The academic day will end at 3:30 p.m. **Total structured learning time: 1100 hours.**

The hours of the academic day are inviolate and belong to the faculty. This allows the faculty to structure the academic day in strategic ways to meeting the learning objectives of a given week, month, trimester, and year, for a given student, grade level, or the school as a whole. With this approach, time becomes a powerful tool for teachers as they are able to address the strengths and weaknesses of individual students and grade levels with maximum flexibility and optimal use of available resources.

Sturgis Charter School: Freshmen Daily Schedule 1998-99

| Period | 9A | 9B | 9C | 9D | 9E |
|--------|---------|---------|---------|---------|---------|
| 1 | Math | Science | Latin | English | History |
| 2 | Science | Latin | English | History | French |
| 3 | Latin | English | History | French | Math |
| LUNCH | | | | | |
| 4 | English | History | French | Math | Science |
| 5 | History | French | Math | Science | Latin |
| 6 | French | Math | Science | Latin | English |

(Student/teacher ratio will average 22:1)

The school year will follow a trimester schedule. The first trimester will begin with class "expeditions" for each grade level either immediately before or following Labor Day. The third trimester will end approximately June 20th. **Total school days: 187.**

Teachers will work a full year. Rather than working the regular academic calendar of September to June, teachers will work a professional year of eleven months. In addition to providing necessary time for review of the past year and preparation for the next, this schedule will allow teachers in the school to work with students who could benefit from attending a "summer session." Also, the full year schedule allows teachers to take advantage of greater and more in-depth professional development opportunities.

Summer Session will be required for all incoming students whose scores on mandatory placement tests suggest the need for additional preparation before the start of school. For all other students, the goal of Summer Session may be either remediation or enrichment. Teaching may take the form of either formally arranged classes or informally scheduled tutorials, whichever best meets the needs of individual students.

Orientations and Expeditions involving all students will take place at the beginning of the school year. The first is tentatively scheduled for August and will take place at Massachusetts Maritime Academy.

Vacations and Holidays: December break (7 days), March break (5), Columbus Day, Veterans Day, Thanksgiving (2), Martin Luther King Day, Presidents Day, Good Friday, Patriots Day, and Memorial Day.

4. ACCOUNTABILITY

A. How will the school define, measure, and demonstrate success?

- *Effectiveness of Instructional Program*

Base-line testing: All incoming freshmen will take baseline tests (High School Placement Test from Scholastic Testing Service, Inc. and Degree of Reading Power) to determine the academic starting point of the class. Freshmen and sophomores will take follow-up tests.

State-wide testing: Sturgis students will take the MCAS exam in spring of sophomore year. Sturgis will consider all students passing in their sophomore year to be indicative of success.

National testing: All students will take the SAT-II exam in corresponding subjects.

International testing: International Baccalaureate exams will be taken by all junior and senior years in May. Sturgis will consider success to be all students taking all six exams and fulfilling the additional criteria to be considered for an IB Diploma: successful completion of the "Theory of Knowledge" course, a 4,000-word original research paper, and participation in community service. The school will look for all students to receive at least a certificate in one or more courses with the expectation that Sturgis students as a group will demonstrate consistent improvement over a period of years relative to other member schools of the IBO.

- *Success in Developing Character and Responsibility*

Co-curricular and extra-curricular participation: Sturgis will consider high levels (90%-100%) of student participation in athletics, the arts, extra-curricular activities and community service to be indicative of success in this area. As the school grows, the expectation would be for steadily increasing levels of group performance in more complex or challenging activities.

Quality of campus life: The maintenance and improvement of Sturgis property, both inside and out, will be the responsibility of students, teachers, and trustees. Success will be evident by the interest and attractiveness of classrooms, common areas, courtyards, etc. In addition, participation in teacher-student social gatherings will be a means of measuring the personalization and civility of campus life.

- *Organizational Success*

Sound fiscal policy and controls, responsible governance and oversight: At a minimum, evidence of sound fiscal policy and control, as well as responsible governance and oversight, are necessary to demonstrate success.

Student, parent, and alumni satisfaction: Annual surveys of these groups revealing that a sizable majority of each group would recommend the school would indicate success.

Community involvement: A survey of who, other than students, parents, and teachers are involved with the school, to what extent, and why would reveal community involvement.

Student diversity: Does the student population reflect an applicant pool that is representative of the racial, ethnic, and socio-economic characteristics of Barnstable as a whole? Over five years, a student population that reflects Barnstable, or one that shows evidence of socio-economically disadvantaged students responding to a recognizable opportunity, would spell success.

B. Please list up to 5 clear and measurable student or school performance objectives and include how the school's progress will be measured relative to each of these objectives.

STUDENT ACADEMIC PERFORMANCE OBJECTIVE: Sturgis students will build the foundation of a liberal education and increase options for college and life by achieving proficiency in a core curriculum consisting of English, a modern foreign language, history, mathematics, and science.

Expectations: All students will study five core academic disciplines for four years each. All students will achieve both annual and exit objectives as set forth in each student's multi-year academic plan (MAP).

Progress Indicators: Steadily narrowing "learning gap" (or widening positive "gap") between Sturgis students and those enrolled at the leading public, private, and parochial schools in Massachusetts (as well as those enrolled in IB schools throughout the world).

Measurement Tools: Standardized pre- and post-testing for all freshmen and sophomores. MCAS in spring of sophomore year. SAT-II for all students after completion of corresponding course. IB exams in six subject groups spread over junior and senior years.

STUDENT NON-ACADEMIC PERFORMANCE OBJECTIVE: Sturgis students will learn teamwork and leadership by taking responsibility for significant aspects of school-life and the school's mission.

Expectations: All students will participate in athletics and the arts. All freshmen will be assigned to small teams with specific responsibility for some measurable task pertaining to the physical school. Sophomores will be responsible for acclimating freshmen. Juniors and seniors will assume responsibility for planning, conducting, and evaluating school-wide programs. Seniors will also be responsible for assisting faculty, staff, and others in presenting Sturgis to the world beyond the school.

Progress Indicators: Annual increase in the number and variety of tasks that can be handled directly by students. Number of new ventures successfully undertaken by students.

Measurement Tools: Each student (team) will be rated by peers and direct supervisors in terms of responsibility, initiative, efficiency, creativity, and teamwork.

SCHOOL PERFORMANCE OBJECTIVE: Sturgis Charter School will maximize the resources available for instruction, using the dollars thus re-directed to increase student achievement.

Expectations: Sturgis will minimize, eliminate, or fund through other means than tuition, all non-instructional expenses. Sturgis will use its assets, such as real estate, to generate additional income. Sturgis Educational Foundation will develop an annual fund and an endowment fund.

Progress Indicators: Percentage of budget spent on direct instruction. Increase in dollar amount raised by creative use of facilities, other assets. Increase in annual giving, size of endowment.

Measurement Tools: Sturgis will use "In\$ite" a financial analysis software application developed specifically for schools and school districts by Coopers and Lybrand and the U.S. Chamber of Commerce. The managerial reports thus generated will allow easy comparability with a large and growing cross-section of U.S. schools. Sturgis will also institute a Total Quality Management Plan (TQM).

C. How will the school ensure that it meet its goals?

- Hire motivated, competent teachers and staff, who share the guiding principles of Sturgis.
- Establish clear performance objectives.
- Develop means of regular, internal self-review (e.g., Total Quality Management Plan)
- Arrange for annual external review (Board of Overseers, IBO inspection team)

5. SCHOOL ENVIRONMENT

A. Please describe the ethos you expect to create in your school.

The Sturgis community will value intellectual curiosity and the life of the mind, believing academic achievement to be the result of serious, persistent effort, rather than innate ability or socio-economic advantage. Sturgis will also prize individual responsibility and initiative, respect for self and others, self-discipline and moral integrity, creativity and leadership. Such values are articulated in the "Sturgis Compact," the principles that have guided the proposed school since April 1996 (see Attachment 4).

Beyond such shared attitudes, beliefs, and values, Sturgis will cultivate in its students an *esprit de corps*—"a sense of union and of common interests and responsibilities"—that will encourage students to support each other through four years of challenging academic work leading to high-stakes exams.

B. Please summarize the school's discipline policy or code of conduct.

The Sturgis Code of Conduct supports the kind of educational environment the founders believe is essential to achieving the mission of the school. In keeping with the school's maritime inspiration, Sturgis uses the analogy of a ship and its crew to illustrate what can be accomplished when everyone works together to reach a common destination. For Sturgis students, the common goal is meeting world-class standards of academic achievement while growing in individual curiosity, character and courage. Such a goal is achievable only in an environment where there is absolute adherence to respect, responsibility and safety for self, for others, and for the school and larger community.

The Sturgis Code of Conduct includes descriptions of behaviors for which there is zero tolerance and which result in immediate disciplinary action. Zero tolerance means that warnings are not issued. Even one infraction will result in immediate expulsion or suspension. (See examples below.) The Code of Conduct also states its compliance with State and Federal laws and regulations pertaining to suspensions and expulsions, and to discipline for special needs students. Explanations of infractions and procedures for suspensions and expulsions are also included.

The Code of Conduct contains sections applicable to students, teachers/staff, parents and trustees. The Code of Conduct communicates the rights to fair, unbiased and just treatment, to due process and to appeal, and to attend a school that enables maximum learning. The Code of Conduct recognizes that good behavior among students results not only from firmly-grounded values, but also from a strong sense of belonging to the school community. To promote community within the school, and downplay social and economic distinctions among students, Sturgis will adopt a dress code that includes some elements of a uniform.

Examples of Immediate Disciplinary Action

| Expulsion | Out of School Suspension | |
|--------------------------------------|--------------------------------------|---------------------------------------|
| Use or possession of weapons | Disrespect towards faculty and Staff | Use or possession of drugs or alcohol |
| Sale or transfer of drugs or Alcohol | Theft or destruction of property | Setting false alarms |
| | Sexual or racial harassment | Abusive language |
| | Smoking | Cheating or plagiarism |
| | Violation of closed campus | Gambling |

6. ENROLLMENT

A. How many students will be enrolled each year over the five years of the charter?

STUDENTS: 150 (1998/99); 285 (1999/00); 415 (2000/01); 540 (2001/02); 540 (2002/03)

B. How will student applicants be recruited?

Applicants will be recruited by means of:

- Informational meetings and open houses held annually during October and November
- Presentations to religious and civic organizations that serve minority populations
- Solicitation of teachers for referrals (in particular, of students who may not know of the opportunity or may underestimate their own abilities)
- Participation in the "Main Street Learning Project" of the Barnstable Grade Five School. (Less than a five-minute walk away, Sturgis could "adopt" a fifth-grade class.)
- Publicity through radio, local cable, and print media
- Participation in various Hyannis Main Street/Waterfront District events throughout the year
- Ongoing assessment of current strategies to reach minority students and their families in order to have school enrollment reflect, at a minimum, the diversity and ethnicity of our community's population. (An initial strategic planning session has been scheduled for January 1998.)

C. Describe your enrollment process, including a plan for a lottery.

The enrollment process at Sturgis Charter School is designed to help parents and students decide whether Sturgis is the right choice for the student. In making their choice, parents and students should consider the school's academic focus, maritime themes, and high expectations for student effort and responsibility. As an equal educational opportunity for all students, the school shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. The age ceiling of students at Sturgis is nineteen. Successful completion of the eighth grade is a condition for admission to the school.

Sturgis Charter School's enrollment process involves four steps that each applicant must complete, but the performance of which cannot be used in any way as criteria for admission. This process will take place in January each year for the incoming freshmen class of 150 students. The steps consist of enrollment registration (in person), completing a written application, attending an admissions meeting (involving the applicant, parents/guardians, and at least two representatives of the school), and a contract signed by the student, parents/guardians, and representatives of the school.

Enrollment Period for the 1998/1999 School Year: For the initial school year only, the enrollment period will begin within one week of the granting of the charter. We will request that a waiver of 603 CMR 1.07 (3) be given so that we can conclude this enrollment period after March 15, 1998 but no later than March 25, 1998. As with subsequent years, there will be at least one week's prior notice of the application deadline publicized in *The Cape Cod Times* and *The Barnstable Patriot*.

Lottery Process: In compliance with MGL Chapter 71, Section 89 (m,n), Sturgis Charter School will hold a lottery if there are more eligible applicants than available spaces. Students who have completed the enrollment process are placed in three pools, listed below in order of priority:

- Siblings of current STURGIS students
- Residents of the Town of Barnstable
- Non-Barnstable residents

Each year, the lottery process and results will be public and audited. The name of each student who has completed the enrollment process will be placed on an index card or some like material. These cards will be placed in a secure container for the appropriate lottery pool. If a lottery is required for any of the applicant pools, sequential numbers will be assigned to each name, until all names are drawn. The assigned numbers will correspond with the available spaces being filled. Once 150 spaces have been filled, the remaining names will be placed on the waiting list in the order in which the names were drawn.

THE AMERICAN MEDICAL ASSOCIATION

The American Medical Association is the largest and most influential of the medical organizations in this country. It is a non-profit corporation, organized for the purpose of promoting the interests of the medical profession and the public.

The Association is composed of members who are physicians, dentists, and other health care professionals.

The Association's primary concern is the advancement of the medical profession and the improvement of the health of the people.

The Association is active in many fields, including research, education, and public health.

The Association is also active in the field of medical ethics and the regulation of the medical profession.

The Association is a member of the International Medical Association and the World Medical Association.

The Association is a member of the United Nations and the World Health Organization.

THE AMERICAN MEDICAL ASSOCIATION'S POSITION ON THE ISSUE OF MEDICAL PRACTICE

The American Medical Association has a long and distinguished history of advocating for the interests of the medical profession and the public. In recent years, the Association has become increasingly active in the field of medical practice, particularly in the area of the regulation of the medical profession.

The Association's position on the issue of medical practice is based on the principle of self-regulation.

The Association believes that the medical profession should be responsible for the regulation of its own members and the practice of medicine.

The Association believes that the government should not interfere in the medical profession's self-regulation.

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Based on public response to our informational meetings held in November 1997 and a subsequent student focus group held December 6, 1997, (see Section 2C of this application), we expect enrollment from Barnstable students to account for 50% to 75% of total enrollment in the school. If these projections prove accurate, the school will comply with M.G.L. Chapter 71, Section 89 (I) without changing its enrollment process. Should response from Barnstable residents be higher than expected after its first two years of operation, the school will amend its enrollment process to include a cap on the number of students from Barnstable who could begin attending the school each year. The Department of Education would be notified that such a change would be necessary to comply with M.G.L. Chapter 71, Section 89 (I).

7. LEADERSHIP AND GOVERNANCE

A. How will this school be governed?

The governance structure of STURGIS CHARTER SCHOOL will resemble that used by many colleges and nonprofit corporations. A **Board of Trustees** will set policy and bear ultimate responsibility for all aspects of the school. **Advisory Boards** will consist of individuals making occasional contributions of expertise or inspiration. A **Board of Overseers**, including parents, alumni, local businessmen, and ex-officio members of government (including Town Council and School Committee) will prepare an annual written audit of the educational program, school life, and finances. A **Principal Teacher**, appointed by and answerable to the Board of Trustees, will be responsible for the academic affairs of the school. An **Academic Board**, consisting of department heads will assist the Principal Teacher. An **Administrative Manager** appointed by and answerable to the Trustees, will manage non-academic affairs. Standing committees appointed by the Trustees shall include **Sturgis Arts Council**, **Sturgis Athletic Association**, and **Sturgis Maritime Initiative**. **Sturgis Educational Foundation** will be the school's fundraising arm.

The purpose of numerous boards with carefully delineated areas of responsibility is to involve the largest possible number of talented, committed parents, community members and others in tasks that make effective use of their expertise, interests, and available time.

B. Who will be the school's leader, or how will the Board select a leader?

The school's "Principal Teacher" will be Susan Trafton (see Attachment 5). The Board of Trustees will undertake a search to fill future openings in this position.

C. Summarize the job descriptions of the Board, school director, and other key personnel.

The primary role of the **Board of Trustees** is to set policy, appoint the Principal Teacher, and ensure that the goals of the school are met. The Board will ensure compliance with all governmental regulations. The Board will establish procedures to ensure the effectiveness of teachers, motivation of students, involvement of parents and the community, openness with other school districts, and continuous improvement of all school programs.

The **Principal Teacher** will be the educational leader of the school. He or she is responsible for: Acting as the primary spokesperson for the school; serving as primary liaison between the faculty and the Board of Trustees; building a teaching staff that functions as a team; overseeing curriculum development; ensuring that multiple forms of evaluating the school and its programs lead to continuous improvement; involving parents in school activities; and conducting community outreach. The Principal Teacher's teaching load will reflect the administrative duties of the position.

The **Director of the Office of Study Council** will be the educational strategist for the school, reporting directly to the Principal Teacher. He or she is responsible for: Developing a highly responsive system of small group "workshops" and tutorials that supplement the Academic Day; developing multiyear academic plans (MAPs) for students; working closely with faculty in determining workshop scheduling and content; arranging for appropriate staff and volunteer training in different learning styles; coordinating

matters relating to special needs and individual educational plans (IEPs); working with the school's contracted SPED consultant as needed; supervising OSC staff; and developing methods of evaluating the effectiveness of Office of Study Council tutorials and workshops. The OSC Director will also teach in the classroom and/or conduct workshops and tutorials. The teaching load will reflect the demands of other duties.

Master Teachers will be teachers with exceptional expertise in their subject area and extensive teaching experience.

The **Administrative Manager** will oversee the non-academic affairs of the school. He or she is responsible for managing all financial and operational matters pertaining to the school. This includes responsibility for financial transactions, purchase orders, documentation, and information requests from the State.

8. CAPACITY

A. What collective experience does your applicant group bring to this venture?

Evolving from a series of discussions held in March 1996 about how best to improve public education locally, Sturgis Charter School is a grassroots initiative of twenty-four parents, educators, and community residents.

Parents: Parents of pre-schoolers, as well as elementary, middle, and high school children. Many regularly volunteer in the public schools. Five founders are Barnstable High School graduates.

Education professionals: A Barnstable High School teacher (certified department head for 15 years); a Barnstable elementary school teacher; the academic dean of a state college; and the director of cooperative learning for a state college.

Professionals and Business Owners: Small business owners; professionals in financial management, accounting, investments, health, social services, librarianship, interior architecture and design, human resources, engineering and construction, technology, facilities management, publishing, and law.

Art and Athletics: College degrees in fine arts, design, dance, and music history; eight founders with coaching experience in baseball, basketball, fencing, lacrosse, rowing, soccer, and softball. Two founders have started interscholastic teams. One is chairman of an interscholastic league.

Special Education: Parents of children on Individual Educational Plans (IEPs), the director of the counseling center for the May Institute, and two founders with counseling experience.

B. Please summarize each founder's and/or board member's experience, qualifications and applicable skills.

Please refer to Attachment 6 for a summary about each founder. The Board of Trustees for Sturgis Charter School will be drawn from the Founders Group and will reflect a variety of perspectives and a range of expertise (for example, legal, financial, management, arts, etc.).

C. Please provide a list of potential partnerships and accompanying letters of support.

Potential partnerships include: Cape Cod Community College (Dance Program), Cape Cod Education Center, Inc., Cape Cod Symphony, Hyannis Public Library, Massachusetts Maritime Academy, Mystic Seaport, Plimoth Plantation, Schooner Ernestina Commission, UMASS/Dartmouth, Woods Hole Oceanographic Institute, and the YMCA. Letters of support from these organizations are included in the attachments to this application.

9. FACILITIES AND STUDENT TRANSPORTATION

A. *Describe the viable options for a facility for this school.*

The trustees of Sturgis Educational Foundation have signed a *lease agreement*—contingent upon receipt of a charter—for the property at 427 Main Street in downtown Hyannis (see Attachment 7). This facility, a former furniture gallery, encompasses *40,000 square feet on three levels*. The space has sprinklers, gas heat, air-conditioning, and elevator already in place, as well as adequate parking and a connection to town sewer. *Occupancy begins March 1, 1998*, providing office and meeting space during the start-up phase of the school, as well as classroom space for a summer session in advance of opening. Hyannis offers additional options, within a short distance of the leased facility, that are currently available, vacant, affordable, and easily remodeled to suit the needs of the school.

B. *Why was this site chosen?*

- *The Village of Hyannis, within the Town of Barnstable, is the commercial and transportation hub of Cape Cod, as well as the center of local government, school administration, and community life.* Hyannis, the most populous and diverse of Barnstable's seven villages, has both the largest minority population and one of the greatest concentrations of youth. The Main Street/Waterfront District is an inviting and safe area that attracts residents and visitors from throughout Barnstable and the rest of the Cape. It is also a major tourist attraction during the summer season. The Sturgis site is highly visible and will help publicize the existence of the school. Locating in Hyannis will help integrate Sturgis into the life of the community (see Attachment 8).
- *Main Street belongs to everyone.* Despite wide disparities of income and property within the Town of Barnstable, from the homeless to billionaires, all residents frequent Hyannis and feel at home on Main Street. The founders' group was particularly concerned with avoiding the image of a pseudo-private, country day school and values the inclusive atmosphere of Main Street.
- *The site is a short walk from additional resources.* These include interscholastic playing fields, the Hyannis waterfront, Hyannis Public Library, Town Hall, public parks, and local businesses.
- *The immediate area offers plenty of opportunities for expansion.* Although this site should accommodate the next three years' of growth, additional property to buy or lease exists nearby.

C. *What renovations might be required? How might these renovations be financed?*

The existing open floor plan of each level makes remodeling straightforward and inexpensive, allowing for the development of a customized, yet flexible layout. As a result, renovations to meet the school's space planning requirements will be phased in over four years and will include the use of interior, non-bearing partitions.

D. *Describe the transportation services that the school will provide to eligible students.*

Sturgis will provide transportation for students residing within the Town of Barnstable.

Transportation may be arranged through Barnstable School District (in accordance with M.G.L. c71) or directly with a local provider, of which there are several. Sturgis will await receipt of a charter before making a decision. The school will then notify appropriate offices within the Department of Education and Barnstable School District no later than April 15, 1998.

Students living outside Barnstable may use public transportation or arrange their own. Sturgis is a five-minute walk from both bus and ferry terminals and is accessible from either end of the Cape as well as Nantucket. Options that work well with the school's schedule include:

- Cape Cod Regional Transit: Bus from Provincetown or Woods Hole (max. 60 mins.)
- Plymouth and Brockton Bus Line: Bus from Plymouth (max. 30 mins.)
- Hy-Line: High-speed ferry from Nantucket (50 mins.)

10. A DAY IN THE LIFE OF A STUDENT

At 7:20 on a Monday morning in October, Kim walks through the doors of Sturgis Charter School and into the student commons area that has become so familiar to her over the past three years. On one wall is a boldly painted timeline mural that she had helped design with fellow students in her freshman year. Nearby is the prominent Sturgis exhibit area that includes a permanent display of the life and times of William Sturgis, the school's namesake. After signing-in for the day, Kim greets a number of students as they all head toward their respective arts activities. She joins her best friend Lisa and together they walk up the central staircase to attend wind ensemble practice. On their way to rehearsal, Kim and Lisa pass many students who are heading toward chorus. They also pass one of several Office of Study Council workshops being held that morning. At 7:30, Kim tunes her clarinet to the familiar tone of the oboe. The conductor of wind ensemble, who is a musician with the Cape Cod Symphony, also leads smaller music ensembles throughout the school week, after the academic day. Lisa plays in a brass quintet and the school's jazz ensemble. Kim has chosen to perform only in the larger wind ensemble because, as a budding scientist, she wants more lab time to work on an independent project that will form the basis of her International Baccalaureate Extended Essay. "What a soothing way to begin a busy day," Kim thinks as the entire wind ensemble warms up playing a Bach chorale.

At 8:25, Kim and Lisa pack up their instruments, grab their backpacks and head back to the Commons area. There, Kim unloads some books and a bag lunch into her "cubby" and grabs an orange from the baskets of fresh fruit that are now available for the taking in the Commons. Morning Meeting for seniors takes place in the nearby media center. Today, the meeting is led by Mr. O___, the Office of Study Council Director, who announces the schedule for this year's college application workshops. The brief Morning Meeting ends with an announcement about an upcoming yearbook meeting and a reminder to students to turn in their evaluation cards from last week's lunch presentation. The presentation was part of an overall program about handling health and safety emergencies in a variety of situations. The year-long program was developed by the Sturgis Health Advisory Council, of which Kim is a student member.

At 8:45, Kim's academic day begins with IB-Math followed by her favorite subject, IB-Physics. This morning's Physics class includes an excursion to the Hyannis waterfront and a demonstration of a shipboard radar system that provides the ship's captain with the bearing and range of "contacts" while underway. Kim knows that many physics problems involve some aspect of a heading (i.e. direction) and range (distance) from one point to another. With the ship's radar system, she sees the application of nautical miles as another unit of distance and the frequency of radar signals. On the five-minute return walk to the school, she and her classmates walk across the Hyannis Town Green, pass the Vietnam Veterans Monument, the landmark statue of Iyanough, several small shops and eateries, and the Hyannis Public Library. Back in the classroom, Mr. D___ continues to discuss radar signals, highlighting the correspondence of radar signals to microwave ovens. Because this is a Monday, Kim spends more time in science. On Tuesdays and Thursdays, her morning schedule includes a 45-minute Theory of Knowledge class.

Lunch takes place from 12:00 to 12:30. Today, Kim is part of a group of twelve seniors that have lunch with Mrs. T___, the school's Principal Teacher. Throughout the year, Mrs. T___ invites different groups of students to join her for lunch to offer input and suggestions about specific or general issues concerning the school. Today's topic focuses on the assimilation of the new ninth grade class. For the most part, a program that pairs sophomores with freshmen in the school's cleaning and general maintenance duties seems to be working well. As the lunch group breaks up, Mrs. T___ privately asks Kim to get in touch with a ninth-grade girl who seems to especially love science but struggles with world literature. Kim smiles. "That sounds just like I was when I was in ninth grade," she says. Kim agrees to contact the ninth grader to reassure her that the Office of Study Council workshops really do help and to offer some personal tips in taking notes while reading. As Kim heads toward her IB French class, she passes the "Welcome Freshmen!" board in the corridor and looks for the photograph of the ninth grader she is to contact. Kim, who plays on the varsity field hockey team, recognizes the ninth grader as a member of the freshmen squad.

French class this year is especially enjoyable, albeit challenging. In studying Moliere, for example, Kim and her classmates not only read the original text, but also, through oral or written assignments, critique and analyze the story's characters and social or historical context. Today, groups of students perform scenes from Moliere's *Le Misanthrope*. It is easy to tell those students who are veterans of the various theater workshops and dramatic productions held at Sturgis.

During a five minute break, Kim moves to her IB English class, which today combines with IB-History for a double-period session. Mr. C___ returns exams from last Friday that tested students on their understanding of the depiction of evil in Herman Melville's *Moby Dick*. Recognizing that English is one of her weaker subjects, Kim is pleased with her grade of 79%. However, she plans to attend a workshop that Mr. C___ is offering before school on Wednesday that will help her and others better analyze a complex character such as Ahab. That means on Wednesday, she will miss wind ensemble rehearsal.

Today's English/history lesson focuses on the social implications of the *Pequod* from *Moby Dick* and how that whaling vessel represents a microcosm of the world's peoples. Kim is fascinated by the social history of whaling that is presented by two Sturgis teachers and a guest lecturer from Mystic Seaport. To think so many men from such diverse cultures worked in severely confined and often dangerous conditions on a whaling voyage! For Kim, the presentation gives clear images to Melville's descriptions of life aboard the *Pequod*. What a difference from the ship she was visiting with her physics class that morning!

The academic day ends at 3:30. Kim and Lisa pass through the Commons, where an afternoon supply of fresh fruit is available. Lisa grabs an apple, but Kim eats a snack she has packed. Lisa heads to the media center where she plans to get some homework done before going to a brass quintet rehearsal at 4:15. Kim changes for field hockey, and because the athletic fields are just a short walk away, is fully immersed in practice by 3:50.

At 5:30, Kim gets a ride home from the mother of one of her teammates. She arrives at her home in Marstons Mills by 5:45. Her mother will be home from work in another fifteen minutes, but dinner has been cooking in the crockpot all day. As she checks on supper and helps herself to some carrots and vegetable dip, Kim rereads the invitation her mother recently received to attend Sturgis's upcoming volunteer recognition dinner. This annual dinner has become a special evening of appreciation for the school's many parent and community volunteers. Next, Kim checks on her younger brother who is in the eighth grade. She correctly guesses he is researching a social studies assignment using the family PC. Her mother was able to obtain this PC and printer through a Sturgis technology partner when Kim first entered Sturgis as a ninth grader.

As is her routine prior to doing homework, Kim checks the computer for e-mail messages. She has one message from her Extended Essay advisor who has sent his comments about the essay outline she submitted to him last Friday. He has also attached a file containing an article that pertains to the area of physics she is exploring for her independent essay. Just by skimming the article, Kim knows this added information will be very useful. She immediately sends her advisor a reply of thanks and asks to schedule a meeting with him in two weeks. After supper with her mother and brother, Kim spends her usual three hours of homework and reading before turning the lights out at 10:30. "Thank goodness for all of those time management workshops in freshmen year," Kim says as she falls asleep thinking about radar signals, whaling voyages, and Bach chorales.

III. BUDGET, FINANCIAL MANAGEMENT, and HUMAN RESOURCES

1. BUDGET

Please refer to pages 20-21 for the completed budget template.

Projected Revenues and Expenditures
Appendix V

Charter School: STURGIS CHARTER SCHOOL

| | Start-up Phase Feb. 98 - Sch. Opening | Fiscal Year 1999 | Fiscal Year 2000 | Fiscal Year 2001 | Fiscal Year 2002 |
|------------------------------------|--|-------------------|---------------------|---------------------|---------------------|
| I. Revenues | | | | | |
| Tuition | | 746,250.00 | 1,417,875.00 | 2,064,625.00 | 2,686,500.00 |
| State Grants | 30,000.00 | - | - | - | - |
| Private Funds | | 55,950.00 | 36,195.00 | 51,875.00 | 67,500.00 |
| Other (User fees) | | 37,500.00 | 71,250.00 | 103,750.00 | 135,000.00 |
| Total Revenues | ~30,000.00 | 839,700.00 | 1,525,320.00 | 2,220,250.00 | 2,889,000.00 |
| II. Expenditures | | | | | |
| Professional Salaries | | | | | |
| Director/Headmaster | | 65,000.00 | 65,000.00 | 65,000.00 | 65,000.00 |
| Supervisors | | - | - | - | - |
| Teachers (FT) | | 290,000.00 | 745,000.00 | 1,150,000.00 | 1,570,000.00 |
| Teachers (PT) | | 50,000.00 | 50,000.00 | 75,000.00 | 75,000.00 |
| Payroll Taxes | | 30,064.50 | 66,555.00 | 99,832.50 | 132,345.00 |
| Benefits | | 21,600.00 | 48,600.00 | 72,900.00 | 89,100.00 |
| Total Professional Salaries | | 456,664.50 | 975,155.00 | 1,462,732.50 | 1,931,445.00 |
| Administrative Staff | | | | | |
| Clerical | | 13,000.00 | 30,000.00 | 30,000.00 | 30,000.00 |
| Custodial | | 8,000.00 | 16,000.00 | 24,000.00 | 30,000.00 |
| Consultants | | 7,000.00 | 12,000.00 | 15,000.00 | 15,000.00 |
| Administrative Manager | | 40,000.00 | 45,000.00 | 50,000.00 | 55,000.00 |
| Total Administrative Staff | | 68,000.00 | 103,000.00 | 119,000.00 | 130,000.00 |
| Facility | | | | | |
| Rent | | 84,000.00 | 149,000.00 | 194,000.00 | 225,000.00 |
| Mortgage | | - | - | - | - |
| Renovation/Construction | | 25,000.00 | 30,000.00 | 75,000.00 | 120,000.00 |
| Debt Service | | - | - | - | - |
| Utilities | | 24,000.00 | 30,000.00 | 36,000.00 | 48,000.00 |
| Total Facility | | 133,000.00 | 209,000.00 | 305,000.00 | 393,000.00 |

Note: Massachusetts charter schools operate in the State's Fiscal Year cycle starting July 1st and ending June 30th.

Application for a Public School Charter 1997-98

Reproduction of Page 25

Projected Revenues and Expenditures
Appendix V

Charter School: STURGIS CHARTER SCHOOL

| | | Start-up Phase | Fiscal Year 1999 | Fiscal Year 2000 | Fiscal Year 2001 | Fiscal Year 2002 |
|-------------------------------|--|----------------|------------------|------------------|------------------|------------------|
| Feb. 98 - Sch. Opening | | | | | | |
| Materials/Supplies | | | | | | |
| Textbooks | | | 52,500.00 | 56,250.00 | 80,000.00 | 80,000.00 |
| Instructional Equipment | | | 5,000.00 | 5,000.00 | 20,000.00 | 35,000.00 |
| Office/Classroom Technology | | | 20,000.00 | 20,000.00 | 20,000.00 | 40,000.00 |
| Library | | | 8,025.00 | 9,750.00 | 11,250.00 | 11,250.00 |
| Office Furniture | | | 6,000.00 | 6,000.00 | 6,000.00 | 5,000.00 |
| Classroom Furniture | | | 15,000.00 | 15,000.00 | 15,000.00 | 15,000.00 |
| Other | | | 4,500.00 | 4,500.00 | 7,300.00 | 34,730.00 |
| Total Material/Supplies | | | 111,025.00 | 116,500.00 | 159,550.00 | 220,980.00 |
| | | | | | | |
| Other Costs | | | | | | |
| Contracted Services | | | 37,500.00 | 71,250.00 | 103,750.00 | 135,000.00 |
| Business Services | | | 16,000.00 | 16,000.00 | 16,000.00 | 16,000.00 |
| Marketing/Development | | | 4,500.00 | 3,750.00 | 3,750.00 | 3,750.00 |
| Staff Development/Training | | | 7,000.00 | 18,000.00 | 27,000.00 | 33,000.00 |
| Transportation | | | - | - | - | - |
| Food Service | | | 5,000.00 | 9,500.00 | 15,000.00 | 20,000.00 |
| Total Other Costs | | | 70,000.00 | 118,500.00 | 165,500.00 | 207,750.00 |
| | | | | | | |
| Other Start-Up Costs Only | | | | | | |
| Curriculum Development | | | 12,000.00 | | | |
| Printing and Copying | | | 2,500.00 | | | |
| Student and Staff Recruitment | | | 2,500.00 | | | |
| Travel/Transportation | | | 2,000.00 | | | |
| Telephone/Fax/Postage | | | 1,500.00 | | | |
| Consultants | | | 6,000.00 | | | |
| Total Start-up Costs | | | 26,500.00 | | | |
| | | | | | | |
| Total Revenues | | | 30,000.00 | 839,700.00 | 1,525,320.00 | 2,889,000.00 |
| Total Expenditures | | | 26,500.00 | 838,689.50 | 1,522,155.00 | 2,883,175.00 |
| Balance | | | 3,500.00 | 1,010.50 | 3,165.00 | 8,467.50 |
| | | | | | | 5,825.00 |

Note: Massachusetts charter schools operate in the State's Fiscal Year cycle starting July 1st and ending June 30th.

Application for a Public School Charter 1997-98

Reproduction of Page 26

3. HUMAN RESOURCES

A. *Please indicate the number of faculty to be hired and provide a summary of the hiring criteria for the school's teachers and staff.*

In its first year of operation, Sturgis Charter School will employ a Principal Teacher and Office of Study Council Director, who are also qualified teachers. In addition, Sturgis will hire two part-time and five full-time teachers. Initial staff will include the Administrative Manager and an administrative assistant. At the time this application was filed, Sturgis Charter School had recruited, pending approval of the charter, a Principal Teacher, Administrative Manager, the Director of Office of Study Counsel, and two Master Teachers (in Science and French). The Principal Teacher and Director of Office of Study Counsel will also teach English. These persons have agreed to join the school should a charter be granted. (See Attachment 5.) By the fourth year of operation, the number of faculty will have grown to over 32 teachers, not including part time staff.

Hiring Criteria: All job descriptions will be reviewed and revised at regular intervals to ensure they are accurate. Job descriptions will include the following: job title, supervisor, duties identified as "essential" or "marginal", responsibilities, education and work experience requirements, required skills or abilities, and a statement that "other functions may be assigned." All faculty will be required to have a Bachelor's degree or higher in the subject area in which the teacher plans to teach, in-depth knowledge of the subject matter, experience in a classroom setting, commitment to the mission and objectives of Sturgis Charter School, ability to work with youth of different abilities and from diverse backgrounds, skills and interests in other aspects of the school, ability to work as a member of a team, and personal and professional integrity. In addition, the Principal Teacher is required to have administrative and leadership experience, comfort in interacting with the Board of Trustees, the Board of Overseers, and Advisory Boards. A range of recruiting techniques will be used to find candidates who are well qualified to fill open positions. There will be intentional recruiting strategies to engage faculty and staff that represent diverse backgrounds and ethnicity. Throughout the hiring process, the Equal Employment Opportunity Law will be observed. A criminal background check will be conducted on all job applicants.

B. *What will be the salary range for teachers and administrators?*

Entry salaries for full-time teachers will range from \$30,000 to \$60,000 and depend on whether the position is for Master Teacher, Teacher, or Assistant Teacher. The entry salary for the Principal Teacher is \$65,000. The salary for the Administrative Manager ranges from \$40,000 to \$55,000.

C. *What is the school's plan for professional development?*

Faculty and staff determine professional development time, but it is assumed that this will typically occur during the summer, cover a period of days or weeks, and take place either locally or "off-Cape." (The exception is ongoing training required to address specific learning styles or disabilities.) The school's faculty will work together to ensure that planned professional development time produces maximum benefit not only to the individual teacher but to his or her subject department and to the whole school.

D. *How will faculty and administrators be evaluated?*

Each year, faculty members are evaluated through peer review and self-review, the results of which are communicated in a private meeting with the Principal Teacher. Evaluation criteria includes professional appearance and demeanor, commitment to the school's mission and student success, skill in handling any extra responsibilities, and how well his or her students perform on external assessment tests. The Administrative Manager will be evaluated annually on professional appearance and demeanor, commitment to the school's mission and school success, skill in communicating with parents, staff and the community, and the quality management of the school's operations. The Principal Teacher, in addition to the review criteria of a faculty member, will be evaluated by the Board of Trustees according to his or her communications skills with students, parents, staff, trustees and the community. The Principal Teacher will also be evaluated according to the school's continuous improvement efforts.

IV. ACTION PLAN

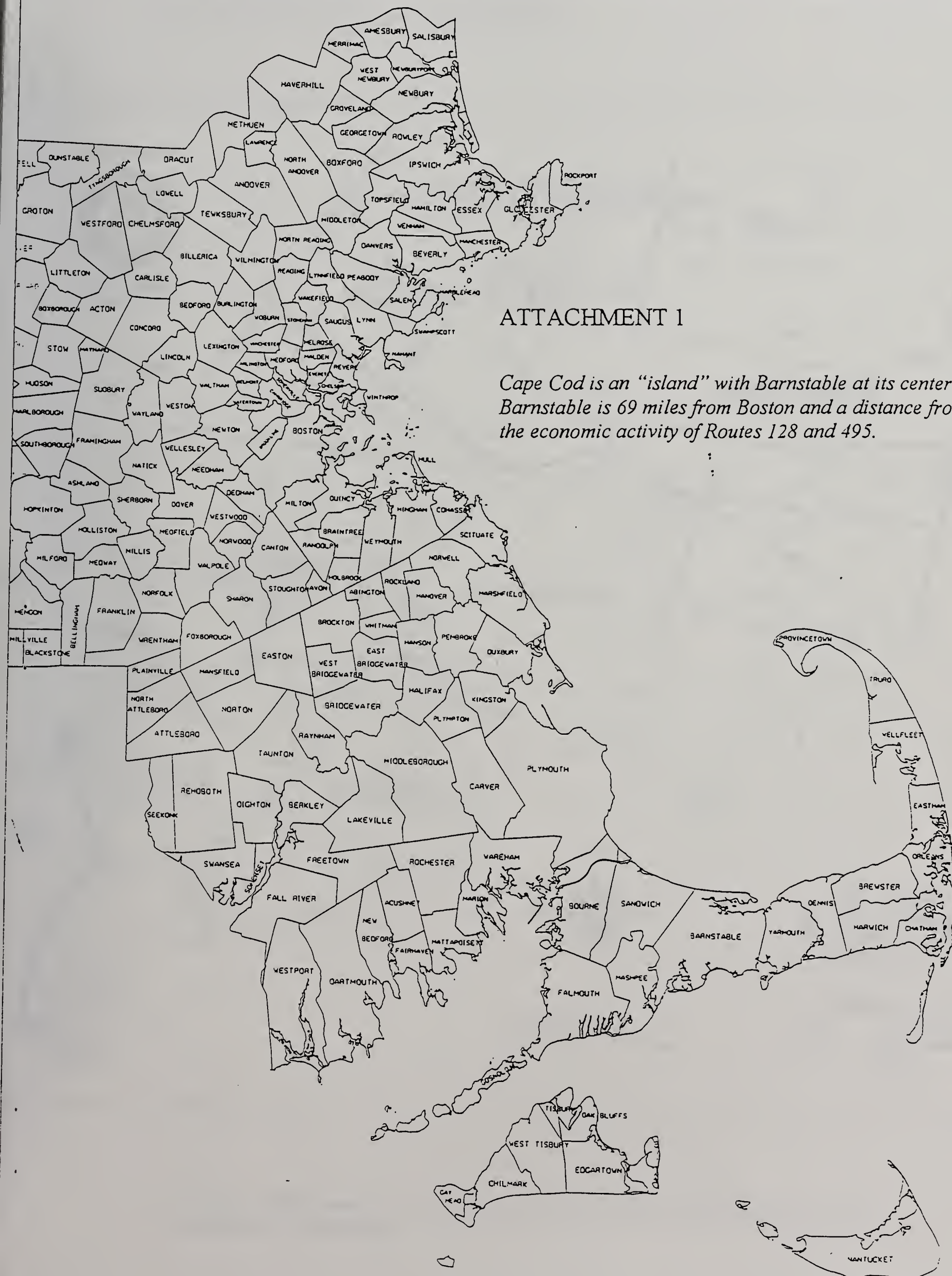
- A. *Outline the strategy for getting the school open.*
 B. *Specify how responsibilities will be delegated and to whom.*
 C. *Provide a clear timeline from receipt of the charter to the opening of school.*

STURGIS CHARTER SCHOOL: WORK PLAN AND TIMELINE

| Objective | Begin | End | Team Leader | Comments |
|--|--------|--------|-----------------|---|
| FACILITIES | | | | |
| Identification of Site | Nov-97 | Nov-97 | Wade | |
| Financing Secured | Mar-98 | Mar-98 | Silva | |
| Preliminary inspection made | Feb-98 | Feb-98 | Wade | Conducted when charter granted |
| Signed lease | Mar-98 | Mar-98 | Wade/Kethro | Within 20 days of granting of charter |
| Issuance /awards of bids for renovation | Mar-98 | Apr-98 | Wade/Atsalis | Committee meets in January 1998 |
| Final inspection and occupancy certificate | Mar-98 | Mar-98 | Wade | Building will be used before and during renovation |
| Completion of renovations | Jul-98 | Aug-98 | Wade/Atsalis | |
| Acquisition of Furniture and materials | Jul-98 | Aug-98 | Wade | Various strategies to be used |
| ADMISSIONS | | | | |
| Hold informational meetings | Feb-98 | Mar-98 | Porteus | Will begin within one week of charter approval |
| Implement recruiting and marketing campaign | Feb-98 | Mar-98 | Porteus | All planning completed in Jan. 1998 |
| Establish impartial lottery procedure | Jan-98 | Mar-98 | Couet | Process in place, pending approval |
| Initiate enrollment period for 1998/99 year | Feb-98 | Mar-98 | Couet/Porteus | Shortly after charter granted |
| Send admissions letters | Mar-98 | Mar-98 | Couet | Following lottery results |
| Establish a wait list or repeat lottery | Mar-98 | Mar-98 | Couet | Will be in January in future years |
| Send DOE an enrollment report | Mar-98 | Mar-98 | Couet | |
| Confirm acceptances | Apr-98 | Apr-98 | Couet | Intent to accept already made |
| Request student records | Apr-98 | Apr-98 | Couet | |
| Receive student records | Apr-98 | Apr-98 | Couet | |
| Student achievement test given | Apr-98 | May-98 | Trafton | Determines extent of summer session |
| STAFFING | | | | |
| Advertise/spread job descriptions | Feb-98 | Apr-98 | R. Porteus | Will rely on networking for first year |
| Develop hiring practices and procedures | Jan-98 | Feb-98 | Trafton | |
| Develop contract or at-will arrangements | Feb-98 | Feb-98 | Silva/Kethro | |
| Design benefit packages (incl. retirement) | Feb-98 | Feb-98 | Silva/Kethro | |
| Determine need for staff that are multilingual or representative of student population | Jan-98 | Apr-98 | Couet | Meeting about minority staff recruiting strategies set for Jan. 1998 |
| Recruit Principal Teacher | Sep-97 | Sep-97 | R. Porteus | Sue Trafton, pending charter |
| Hire administrator | Nov-97 | Nov-97 | R. Porteus | Susan Lindquist, pending charter |
| Recruit add'l staff | Dec-97 | Apr-98 | Trafton | S. Orbison, R. Orbison, et al. |
| Make arrangements for SPED administrator | Mar-98 | Apr-98 | Mishkin/Traft. | |
| Develop professional development plans | Dec-97 | Apr-98 | Trafton | IB teacher training 3/98 : Learning styles training with Sally Grimes |
| Hold staff orientation | Apr-98 | Apr-98 | Trafton | Staff "retreat" planned for initial orientation |
| Develop staff handbook | Jan-98 | Feb-98 | Sandell | Preliminary until full staff in place |
| Design and implement evaluation of staff | Dec-97 | Jul-98 | Trafton | Plans made; July 1998 implementation |
| BOARD ORGANIZATION | | | | |
| Board members recruited (from founders group) | Jan-98 | Jan-98 | R. Porteus | |
| Develop by-laws | Jan-98 | Jan-98 | Kethro | Submitted upon approval of charter |
| Develop governance strategy: | Sep-97 | Jan-98 | Porteus/Sandell | |
| Define role of board members | Dec-97 | Jan-98 | R. Porteus | |
| Define relationship of Board and principal | Jan-98 | Jan-98 | Sandell | |
| Define communications methods | Jan-98 | Feb-98 | Sandell | |
| Define decision-making processes | Jan-98 | Feb-98 | Sandell | |
| Approve policies | Jan-98 | Feb-98 | Kethro | Employment, fiscal, harrassment,etc |
| Determine how to preserve continuity | Jul-97 | Sep-97 | R. Porteus | |
| Arrange board liability insurance | Feb-98 | Mar-98 | Silva | Arranged at time by-laws submitted |

STURGIS CHARTER SCHOOL: WORK PLAN AND TIMELINE (continued)

| | | | | |
|--|---------|---------|-----------------|---|
| FINANCIAL MANAGEMENT | | | | |
| Identify check signers (2-3) | Feb-98 | Feb-98 | Silva | |
| Identify a checkwriter | Feb-98 | Feb-98 | Silva | |
| Signature policies (2 signers > \$10K) | Feb-98 | Feb-98 | Silva | |
| Appoint treasurer | Feb-98 | Feb-98 | Silva | When Board of Trustees is formed |
| SPECIAL EDUCATION SERVICES | | | | |
| Identifying kids with IEP | Mar-98 | May-98 | Bevis | |
| Acquire records | Apr-98 | May-98 | Bevis | |
| Form teams/develop alternative IEPs | Jun-98 | Jul-98 | OSC Director | In consultation with contracted SPED admin. |
| Get parent approvals | Jul-98 | Aug-98 | OSC Director | |
| Contact with previous district | May-98 | Jun-98 | Bevis | |
| Define service requirements for SPED students | May-98 | Jun-98 | Bevis/Mishkin | |
| Contract with providers | Jul-98 | Aug-98 | OSC Director | Approval by Principal Teacher (Trafton) |
| Identify resources (internal/external) | Apr-98 | May-98 | Bevis | |
| FOOD SERVICE | | | | |
| Will lunch be offered? | Oct-97 | Dec-97 | Porteus | Bag lunch (except for Free/Reduced) |
| Identify free/reduced lunch students | May-98 | Jun-98 | Porteus | DOE contacted |
| Identify legal requirements (free/reduced lunch) | Apr-98 | May-98 | Kethro | |
| TRANSPORTATION | | | | |
| Determine transportation arrangement | Apr-98 | Apr-98 | Lindquist | |
| Define requirements (routes, time) | Jun-98 | Jun-98 | Lindquist | |
| Complete contract process | Jul-98 | Jul-98 | Lindquist | |
| HEALTH AND SAFETY | | | | |
| First Aid Resources | Apr-98 | May-98 | Auerbach | |
| Identify doctor/nurse resources | Mar-98 | Apr-98 | Auerbach | Dr. Auerbach is a certified pediatrician |
| Acquire medical forms | May-98 | May-98 | Auerbach | |
| Send to parents | Jul-98 | Jul-98 | Auerbach | |
| Record keeping and filing | Jul-98 | Aug-98 | Auerbach | |
| Develop policy for non-compliance by parents | Jul-98 | Aug-98 | Auerbach | |
| Health & Safety Policy/Handbook | May-98 | Jul-98 | Auerbach | |
| Report to State | Aug-98 | Aug-98 | Auerbach | |
| Form Sturgis Advisory Health Council | May-98 | Sep-98 | Auerbach | Involves students, parents, Cape Cod Health Center, local police and fire departments |
| All relevant inspections/tests for facilities | Jul-98 | Aug-98 | Wade | |
| Fire drill policy/schedule/route | Jul-98 | | Wade | |
| ADMINISTRATION/POLICIES | | | | |
| Freshman Orientation/Expedition | Apr-98 | Aug-98 | McDonald | Begin planning 4-day orientation |
| Development | Ongoing | Ongoing | Silva | Foundation will work with fundraiser |
| Public relations | Ongoing | Ongoing | Porteus/Sennott | |
| Hold public informational meetings | Nov-97 | Nov-97 | Porteus | Ten meetings held |
| Curriculum | | | | |
| Compile sources of curriculum | Jan-98 | Feb-98 | Trafton | |
| Develop 9th grade Sturgis curriculum | Mar-98 | Jul-98 | Trafton | Sturgis faculty involved |
| Order materials for curriculum | May-98 | May-98 | Lindquist | |
| Summer Session Planning | May-98 | Jun-98 | Trafton | Mandatory for some students |
| Initiate volunteer programs, advisory councils | May-98 | Sep-98 | By program | Covers a wide range of opportunities |
| Arts program offerings for 98/99 identified | Mar-98 | Jun-98 | Porteus | Sturgis Arts Council |
| Athletic program offerings for 98/99 identified | Mar-98 | Jun-98 | Atsalis | Sturgis Athletic Association |
| Technology: Policies developed | Jul-97 | Sep-97 | Porteus | |
| Office systems requirements identified | Feb-98 | Apr-98 | Porteus | Working closely with Lindquist |
| Equipment/SW acquired or leased | Jul-98 | Aug-98 | Porteus | Working closely with Lindquist |
| Student reporting/scheduling process | Jun-98 | Jul-98 | Porteus | Working closely with Lindquist |
| Training | Jul-98 | Aug-98 | Porteus | Working closely with Lindquist |

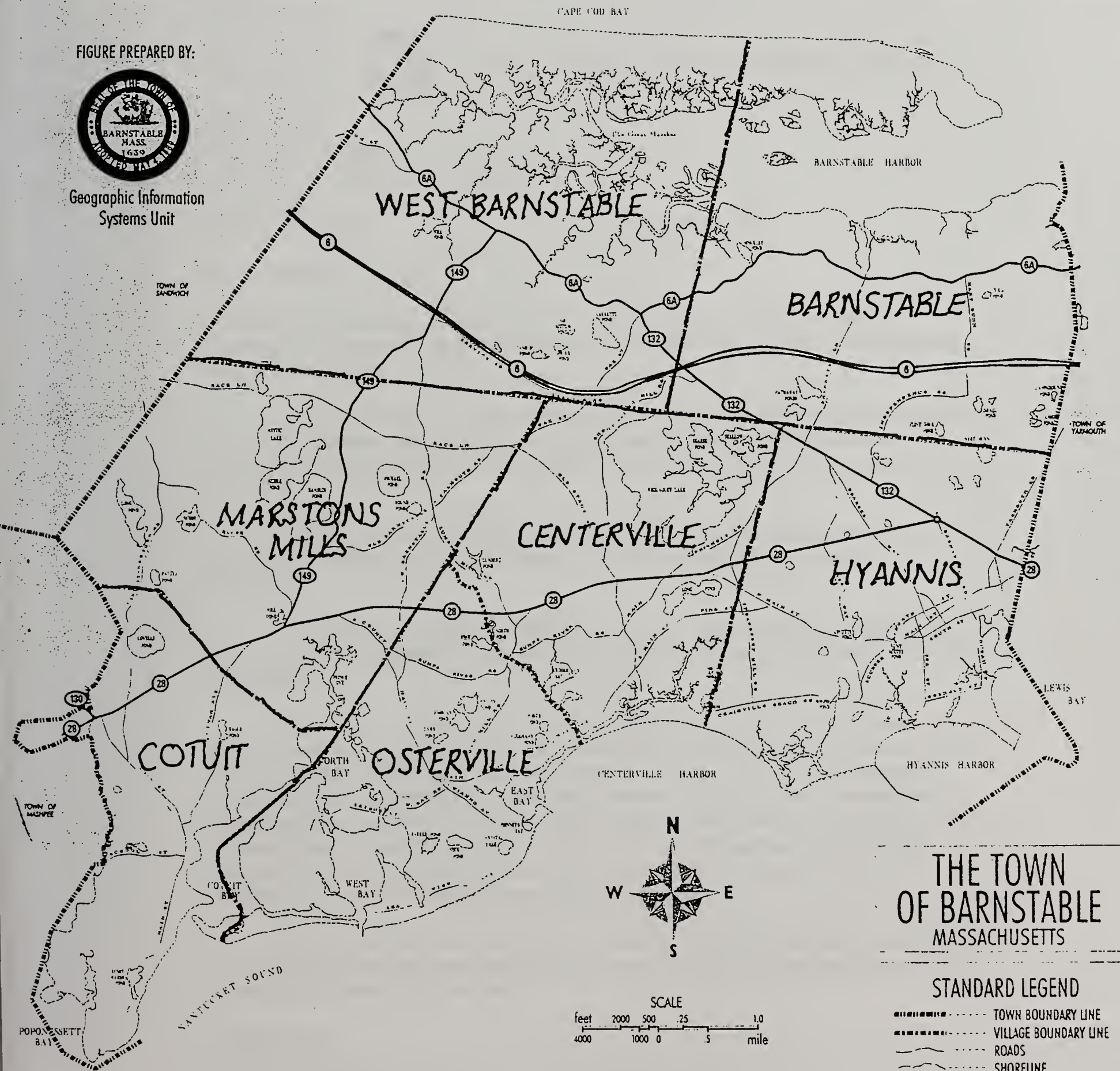


ATTACHMENT 2

FIGURE PREPARED BY:



Geographic Information
Systems Unit



THE TOWN OF BARNSTABLE MASSACHUSETTS

STANDARD LEGEND

- TOWN BOUNDARY LINE
- VILLAGE BOUNDARY LINE
- ROADS
- SHORELINE

The Town of Barnstable consists of seven distinct villages and many lakes, ponds, marshes, and waterways.

ATTACHMENT 3

International
Baccalaureate

Baccalauréat
International

Bachillerato
Internacional
Mr. Richard T. Porteus
Trustee, Sturgis Educational Foundation
P.O. Box 285
Hyannis, MA 02601



International Baccalaureate Organisation

24 December 1997

Dear Mr. Porteus:

This letter serves to confirm the developments to date regarding the Sturgis Educational Foundation's involvement with the International Baccalaureate Organization. Towards that end, we would make the following points:

1. The IBO, through its regional office in New York (IBNA) is aware that the Sturgis Educational Foundation intends to submit an application for a public school charter to the Massachusetts Dept. of Education, with the intent of opening the Sturgis Charter School in the fall of 1998.
2. We are aware that, if the charter is approved, the Sturgis Charter School intends to apply for authorization from IBO to offer the IB Diploma program of curriculum and examinations.
3. The application process to offer the IB Diploma program is lengthy and demanding. We cannot therefore comment on whether the Sturgis Charter School will ultimately receive IBO authorization.
4. We can say, however, that our dealings with the Sturgis Educational Foundation to date have been encouraging. We have been in close contact with Mr. Porteus and he has kept us apprised of what is happening in the planning process for the school. He has also frequently availed himself of the counseling that we offer to prospective schools. That he has taken our counsel seriously is evidenced by several actions: sending a team to visit an existing IB program in Rhode Island, purchasing IB curriculum guides, enrolling two teachers in IB workshops scheduled for March 1998, and keeping in touch with our office. Through Mr. Porteus, we are confident that the school understands our application process.

We expect that our relationship with the Sturgis Educational Foundation will continue as we counsel the school through the application process. If we can answer any more questions, do not hesitate to contact us in New York.

Sincerely yours,

Paul B. Campbell

Paul B. Campbell

Associate Director

NORTH AMERICA & CARIBBEAN REGIONAL OFFICE

200 Madison Avenue, Suite 2007, New York, NY 10016, United States of America
Tel: (1 212) 696 4464 Fax: (1 212) 889 9242 E-mail: IBNA@ibna.org

ATTACHMENT 4

THE STURGIS COMPACT: GUIDING PRINCIPLES of STURGIS CHARTER SCHOOL

The following principles, agreed upon by the Founders' Group, form the core values of STURGIS CHARTER SCHOOL and will guide the Board of Trustees as they determine the direction, priorities, and parameters of the school.

- *Choice, standards, and accountability are the means of improving public education.*
- *Choice increases student, teacher, parent, and community involvement in our schools.* There is no such thing as "compulsory education" only "compulsory attendance." Without a conscious and open decision on the part of a student to become a member of a particular program or school, there can be no presumption of intellectual engagement.
- *Standards should point the way to excellence, not mediocrity.* They should encourage striving to reach high goals, not settling on minimum competency. Standards should inspire.
- *Accountability is a prerequisite of excellence.* Complacency is the first step toward failure. What cannot be measured cannot be improved. Specific goals, once met, become the platform for further improvements. Intelligent use of community resources can mean the difference between an average school and an outstanding school.
- *Academic achievement for all students is the priority.* A school community that values learning produces students that value learning. All decisions regarding a school's assets, revenues, calendar, schedule, staffing, and program of study must give priority to the school's academic mission.
- *Effort, not innate ability, determines academic success.* Given proper motivation, all students can master core academic subjects. For students to achieve this mastery, a school must concentrate its limited resources on key areas rather than offer a wide range of electives.
- *A liberal education is preparation for life.* Life consists of choices that are often difficult or perplexing. Choosing wisely depends on knowing *how* to think, rather than *what* to think. Students deserve the opportunity to master the core disciplines that comprise a liberal education, an education in *how* to think.
- *Intellect without character is another form of ignorance.* Adolescents need responsible rites of passage to make a successful transition from youth to adult and from student to citizen.
- *The best school is not the school that selects the best students. The best school is the school that inspires the best performance in the students that select it.*

ATTACHMENT 5: Excerpts from resumes of recruited staffPrincipal Teacher: SUSAN TRAFTON

Work experience includes: 23 years of administrative responsibilities (program supervision, curriculum development, personnel placement and evaluation, budget and record-keeping); Barnstable Summer School Director (1989-present); English Department Head: Fairhaven, MA: (1974-1980) and Barnstable, MA (1981-1995); reaccreditation Steering Committee Chairperson (Barnstable High: 1990-1992)

Certifications: Supervisor/Director/Secondary Principal; English (grades 7-12); Social Studies (grades 7-12)

Education includes: Gordon College (BA-emphasis in classical language and literature); Bridgewater State College (MA-Secondary Education, emphasis in English); Worcester State College (administration courses, emphasis on certification-secondary school principal)

Other experience includes: Trustee, Trinity School (Yarmouth, MA)

Director of Office Study Counsel: STEPHEN ORBISON

Work experience includes: Head of English Department at Keio Academy (1996-present) and International School of Paris (Paris, France) (1993-1996); Teaching IB English at high level and subsidiary level (International School of Paris - 1991-1996); English Teacher, Sewickley Academy (1976-1991)

Education includes: Gettysburg College (BA-English); Duquesne University (MA-English Literature; PhD in English Literature in progress; expected defense date: Spring 1998;

Other experience includes: IB Assistant Examiner (1997-present); Member of the Thomas Hardy Society; Acting Assistant Headmaster at Keio Academy (March-June 1997)

Master Teacher: Identity disclosed upon approval of charter

Master Teacher - French: ROZ ORBISON

Work experience includes: Keio Academy, United Nations International School (French as a second language); In France: Lycee Simone Signoret (1993-1996); Lycee George Sand (1979-1993)

Education includes: La Sorbonne: C.A.P.E.S. (competitive exam for the certification of teachers in France - ranked 33rd nationally)

Other experience includes: At Lycee Simone Signoret was International Coordinator for the European project "Leonardo da Vinci" which involved research, student exchanges, teacher exchanges and professional placement programs for academic and vocational studies (the countries currently working on this project with France are Germany, England, Finland, and Spain); Baccalaureat examiner (1979-1993); member of American Association of Teachers of French

Administrative Manager: SUSAN LINDQUIST

Work experience includes: Director of Cape Cod Museum of Natural History (1987-1997)

Education includes: Lesley College (BA-Education); Northeastern Univ. (MA - Counseling, Psychologist)

Other experience includes: Founder, former trustee (1995-1997), Lighthouse Charter School; Director, Cape Cod Five Cents Savings Bank

ATTACHMENT 6:

Summary of experience, qualifications and applicable skills of each founder

- Richard Porteus:** Investment Advisor/CFP with AG Edwards & Sons; Harvard University (BA);
Trustee, Sturgis Educational Foundation; Member, Barnstable Blue Ribbon Committee on School Governance (1996); Chariman, New England Interscholastic Rowing Association; President of Trustees, Barnstable Rowing
Contributions: Overall vision, curriculum, financial management, accountability, partnerships, Sturgis Athletics
- Susan Trafton:** English Teacher, Barnstable High School; Gordon College (BA), Bridgewater State College (MA-Ed)
Worcester State College (coursework for Supervisor/Director/Secondary School Principal certification);
Certified as secondary school principle; former BHS English Dept. Head (1981-1994); Certified in 7-12 English and Social Studies; Barnstable Summer School Director (1989-present); Chair, Reaccreditation Steering Committee, 1990-1992
Contributions: Overall vision, curriculum, accountability, assessments, staffing, school life
- Danette Atsalis:** Interior architect, Syracuse Univ. (BFA); Leads a parent advisory council; former PAC treasurer
Contributions: Design, renovations
- Silas Atsalis:** Investment advisor, AG Edwards & Sons; Univ. of Miami (BA); Coaching for 15 years (4 sports)
Contributions: Financial management, Sturgis Athletics, community relations
- Harvey Auerbach:** Physician, Cape Cod Hospital; Brooklyn College (BS-Biology); Univ. of Guadalajara (MD);
Residency in Pediatrics, Long Island Jewish Hospital; Residency in Anesthesiology, Barnes Hospital; Fellowship
In cell biology and pulmonary medicine, Harvard Medical School; Trustee, Sturgis Educational Foundation
Contributions: Curriculum, Health and Safety, Special Needs
- Linda Auerbach:** University of Georgia (BS - Dance Education); Dancer, artist, choir director, former PTO president
Contributions: Sturgis Arts Council, special needs
- Robert Bevis:** Manager of Edwards Boat Yard (East Falmouth); High School;
Began support group for parents of dyslexic children;
Contributions: Special needs, business management, maritime initiative
- Betty Ann Bevis:** Self-employed (horse-back riding instructor); Falmouth High School. Post HS courses in counseling
Youth leader and church treasurer; began support group for parents of dyslexic children
Contributions: Special needs
- Beth Couet:** Student in masters program at Wheelock College (family studies); Stonehill College (BA-Child develop.)
Certified teacher, fitness instructor, coach, community theater
Contributions: Admissions, Code of Conduct
- Donald Kethro:** Partner, Kethro & Thomas, P.C. (Hanover, MA - real estate/banking); The Citadel (BA-Political Science), University of Louisville (J.D.), currently enrolled in the Morin Center for Banking Law, Boston
University School of Law; Previous experience includes insurance litigation; chief prosecutor of Juvenile Court, Louisville, KY; Administrator of Federal Child Support Program, Jefferson County, KY; Area Defense Counsel, U.S. Air Force
Contributions: Legal counsel
- Linda Kelley:** Active classroom volunteer, High school; Worked 13 years for Club Med (accounting dept.)
Contributions: Perspective of a single parent
- Roy Lithwin:** Nurse, Cape Cod Hospital; American International College (BS); Coursework in SW applications;
Contributions: Health, technology
- Wendy Lithwin:** Teacher, Hyannis East Elementary; W. Va. Wesleyan (BA), Lesley College (MA-Ed); Chair of Educ. Comm. (church); Association for the Preservation for Cape Cod; served in U.S. Army Medical Corps
Contributions: Admissions, Code of Conduct, Internet Web site
- Francis McDonald:** Director of Cooperative Learning, Massachusetts Maritime Academy (MMA); MMA (BS), Rensselaer Polytechnic Institute (MS-Management); Assisted in development of MMA collaborative with UMASS Dartmouth and Cape Cod Community College;
Contributions: Maritime initiative, partnerships, student affairs
- Beth Manhardt:** Currently working toward a masters in social work; Westfield State College (BA), Boston College Graduate School of Social Work (degree expected May 1999); Volunteer lecturer in drug and alcohol awareness, coping skills, transition to college
Contributions: Student recruiting, social services perspective
- David Mishkin:** Neuropsychologist, Director, May Counseling Center, Clark Univ. (BA); Boston Univ. (MA, PhD);
Consultant with schools and community agencies; evaluation of children with learning and attentional problems;
Contributions: Special needs, diagnostic testing
- Kathy Porteus:** Self-employed (research, free-lance writing primarily for high tech market; Boston Univ. (BMUS), Simmons College (MS-Library and Information Science); Secretary for Sturgis Educational Foundation; Trustee, Centerville Library; Member of Vision Task Force for the New England Conference of the United Methodist Church; Asst. Chorister Director, coaching
Contributions: Sturgis Arts Council, marketing/PR/student recruitment, technology, library, admissions
- David Sandell:** Academic Dean, Massachusetts Maritime Academy; Coast Guard Academy (BS-Engineering); Rensselaer Polytechnic Institute (MS-Mathematics, Ph.D-Operations Research and Statistics); Hartford Graduate Center (MS-Management); Former School committee Member, East Lyme, CT; former President, Mitchell College (New London, CT)
Contributions: School governance, assessments
- Robert Sennott:** Publisher, *The Barnstable Patriot*, Fordham College (BA), New York University (coursework in Business; Chairman, Hyannis Main Street/Waterfront District; coaching
Contributions: Liaison with business community; public relations
- Toni Sennott:** Publisher, *The Barnstable Patriot*; Columbia University (BA); Member of Main Street Learning Corp. (affiliated with Barnstable Grade Five School); Participant in Cape Cod Leadership Institute (1995)
Contributions: Public relations
- Cynthia Silva:** Owner, Silva Jewelers (Osterville); High School graduate (post HS courses in accounting); Trustee, Sturgis Educational Foundation; Chair, Human Rights Committee for New England Residential Services; Parent liaison for Mass. Dept. of Mental Retardation; Former Office Manager, Hope Haven children's Hospital
Contributions: Human Resources; Office Management
- Richard Silva:** Owner, Silva Jewelers (Osterville), UCONN (BS); Served as a Lieutenant in US Navy; coaching
Contributions: Business management, Sturgis Athletics
- Anne Wade:** Nurse with VNA; Lesley College (BS); Counseling experience, religious education teacher;
Contributions: Counseling with adolescents
- Lester Wade:** Commercial Sales for Colonial Gas Co.; UMASS (BS-Physics), coursework in engineering; Youth coaching (15 years, primarily lacrosse)
Contributions: Facilities

ATTACHMENT 7

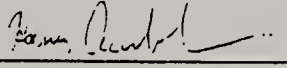
AGREEMENT

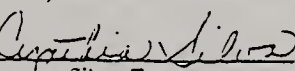
The Sturgis Educational Foundation (hereinafter called "Tenant") hereby proposes to rent the property located at 427 Main Street, Hyannis (hereinafter called "Property") from Stuart Bornstein, trustee of 359 North Street LP (hereinafter called "Owner") subject to the following terms and conditions:

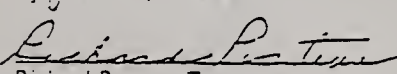
- 1) That the Sturgis Educational Foundation be granted a five year Commonwealth Charter for the school year which begins in September of 1998. It is understood that the State of Massachusetts will approve or deny Charter requests by late February 1998
- 2) The term of the lease is for five years. The Owner and Tenant will execute a full lease agreement by March 15, 1998, or 30 days from the granting of the Charter, whichever comes first.
- 3) The annual lease payments, payable quarterly, shall be:
 - \$75,000 in year one (seventy five thousand dollars)
 - \$140,000 in year two (one hundred-forty thousand dollars)
 - \$185,000 in year three (one hundred-eighty five thousand dollars)
 - \$185,000 in year four (one hundred-eighty five thousand dollars)
 - \$185,000 in year five (one hundred-eighty five thousand dollars)
- 4) The Tenant shall insure the Property with liability and fire insurance. Tenant shall also pay the real estate taxes on the Property, estimated at \$9,000 per year.
- 5) The Tenant shall have the option to purchase the property from the Owner at anytime during the lease term for the sum \$1,300,000 (one million-eight hundred thousand dollars).
- 6) The Tenant shall have the right to renew this lease indefinitely for successive five year terms. If this option is exercised, the lease amount shall increase by four percent per year.
- 7) Before the lease term begins, the Owner shall demonstrate to the Tenant that the plumbing, electrical, and mechanical systems are all properly permitted and in good working order. The Tenant shall maintain and repair all such equipment during the lease, at their own cost, up to a maximum cost of \$500 (five hundred dollars) per piece of equipment.
- 8) The Tenant shall be allowed to make modifications and improvements to the Property, as they see fit to suit their purposes.
- 9) The Tenant shall have use of the entire building, except for that space now rented to the art gallery known as "Out of Africa". The art gallery space is excluded from this agreement, and remains the Owner's space to do with as he sees fit. It is understood that should the Option to Purchase be exercised, that the gallery space would be included in the sale, subject to the terms and conditions which then govern the lease of that space.

It is not the intent of this Agreement to be all-inclusive or to identify all of the issues which may be found in a Standard Form Commercial Lease Agreement, but rather to list the terms and conditions which have already been agreed to by both parties. Although these terms and conditions constitute the major substance of the final agreement, it is expected that there will be additional provisions, which will be agreed to by both parties.

STURGIS EDUCATIONAL FOUNDATION

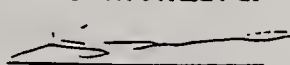

Harvey Auerbach, Trustee


Cynthia Silva, Trustee


Richard Porteus, Trustee

12-3-97
Date

359 NORTH STREET LP


Stuart Bornstein, Trustee
12/6/97
Date



★ Proposed Location of
STURGIS CHARTER SCHOOL
HYANNIS, MASSACHUSETTS

LETTERS OF SUPPORT FROM INDIVIDUALS



The Commonwealth of Massachusetts

HOUSE OF REPRESENTATIVES
STATE HOUSE, BOSTON 02133-1054

ERIC T. TURKINGTON
STATE REPRESENTATIVE
BARNSTABLE, DUKES &
NANTUCKET DISTRICT

CHILMARK, EDGARTOWN, FALMOUTH
GAY HEAD, GOSNOLD, NANTUCKET
OAK BLUFFS, TISBURY &
WEST TISBURY

Chairman
Committee on Counties

ROOM 33, STATE HOUSE
TEL 18171 722-2060

December 30, 1997

Mr. Richard T. Porteus, Trustee
Sturgis Educational Foundation
PO Box 285
Hyannis, MA 02601

Dear Mr. Porteus:

I recognize and commend you and your colleagues for the work you have done in putting together your application for the proposed "Sturgis Charter School." I particularly commend you for your decision to locate the proposed school in downtown Hyannis.

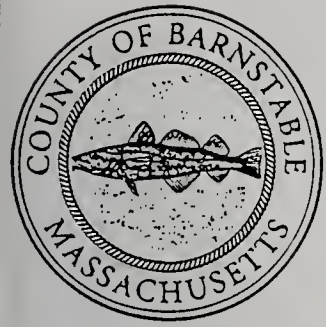
The Education Reform Act of 1993, as you know, has not worked to Cape Cod's financial advantage in many respects. It is my hope that in reviewing applications, the State Board of Education will recognize this and will give your application special consideration.

The Cape legislative delegation will continue to work together to ensure that the funding you receive, if your application is successful, has no deleterious effect on the Barnstable School District. I believe, as you do, that the state can afford to fund innovative experiments like the Sturgis Charter School and still adequately fund existing public school education as well.

Best of luck in your endeavor!

Sincerely,

ERIC T. TURKINGTON
State Representative

**BARNSTABLE COUNTY COMMISSIONERS**

P.O. BOX 427
BARNSTABLE, MASSACHUSETTS
02630
(508) 362-2511 Ext. 315
FAX (508) 362-4136

HOME RULE CHARTERED
IN 1989

COUNTY COMMISSIONERS:
ROBERT A. O'LEARY, Chairman
Cummaquid
MARY J. LECLAIR, Vice Chairman
Mashpee
CHRISTINE DOLEN
West Falmouth

December 12, 1997

Fran MacDonald

Dear Sir:

I am writing in support of the Sturgis Charter School's application for state recognition. As Chairman of the Barnstable County Commissioners, I am aware of the need for community involvement in our local governmental institutions. The proponents of the Sturgis Charter School are community activists and parents interested in engaging both students and teachers in an intellectually challenging program. They are thoughtful and well organized with a particular interest in the International Baccalaureate curriculum. They would like to create a smaller more academically focused institution which would be available to high school students in the Town of Barnstable.

As a teacher I can appreciate both the need and the difficulty in such an undertaking. Not all students flourish in the same environment. Some need very focused and disciplined programs; others do well with less structure. Our large local public high school is a fine institution but some of our students might be better served in a smaller more intimate learning situation. The Sturgis School might not be appropriate for every Barnstable student, but it will likely challenge some to higher levels of achievement.

The proponents have done their homework. They have acquired a prospective sight and a plan of action. They would like to offer Barnstable another educational choice, and I think our community would be well served by such an alternative.

Sincerely,

Robert A. O'Leary, Chairman
-Barnstable County Commissioners

ROYDEN C. RICHARDSON
129 SOUTH MAIN STREET - P.O. BOX 315
CENTERVILLE, MASSACHUSETTS 02632

January 1, 1998

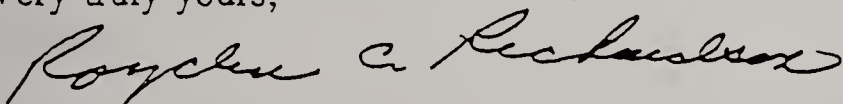
To whom it may concern:

I am writing in support of the Sturgis Educational Foundation's application for a charter from the State Board of Education in order to establish a "Charter School" for grades nine through twelve in the Town of Barnstable. I believe that this a very necessary and important step for our community.

I have served our community in a variety of ways which has given me increased awareness of the need for the development of this kind of educational opportunity for our young people. For about seven years I served as the Chairman of the Barnstable High School Parents Advisory Committee, for many years I served as a member of the Town's Economic Development Commission, presently I am serving as a Town Councillor representing Precinct Four starting my second four year term, and last but in no means least I am the father of eight children, married to a forty year teacher with two daughters who are also professional educators.

The young people in our town need improved educational choice and the establishment of a "Charter School" as outlined in the Sturgis proposal will provide "a" choice. Needless to say I am familiar with the Sturgis proposal, the people involved, and with those who would like to be involved. This program is something our town has needed and in fact has been crying out for over a long time. It will not compete in any negative way but will complement the educational programs already in place providing an opportunity for a serious choice in behalf of the classics, quality, and excellence. I urge your approval of the Sturgis proposal.

Very truly yours,



Royden C. Richardson
Barnstable Town Councillor
Precinct Four

Town of Barnstable
Gary C. Blazis, Councilor
Precinct 10, Marstons Mills
105 Berry Hollow Drive, Marstons Mills, MA 02648-1424

Telephone: 508-428-5433
Fax: 508-428-5434
Email: GBlazis@aol.com

December 22, 1997

Mr. Richard T. Porteus, Trustee
Sturgis Educational Foundation
Post Office Box 285
Hyannis, MA 02601

Dear Mr. Porteus:

I would like you to know that I am in support of the Sturgis Charter School. I retired after teaching for 30 years at Barnstable High School and have seen many changes in our educational system over the years. I was also the founder and Director of the Barnstable Community Schools and had a staff of over 100 teachers. I retired from this position last year.

As a newly elected Barnstable Town Councilor, one of my paramount concerns will focus on efforts to improve our educational system. It is my feeling that if your endeavor to achieve your goal of the Charter School is successful, a tremendous impetus to improve the present high school would be inevitable.

Our students deserve the best education possible to complete in our highly technical and constantly changing specialized world. The future of Barnstable and Cape Cod is with light and high-tech industry.

After reading your philosophy and your proposal, I wish you that best of luck in your next step.

Sincerely,


Gary C. Blazis, Councilor
Town of Barnstable, Precinct 10

GCB:nb

MRS. SUZANNE B. O'KEEFFE
94 CHILDS STREET
CENTRVILLE, MASSACHUSETTS 02632

December 23, 1997

Department of Education
1 Ashburton Place
Boston, Massachusetts

Re: Sturgis Charter School

I am writing to support the proposed Sturgis Charter School in Hyannis. For almost ten years I have been involved in our public schools, first as a classroom volunteer. I have been a member of various School Councils and the Systemwide Parent Action Committee since the Education Reform act was promulgated. For the last two years I have been President of the Parent Teacher Organization at the Barnstable Middle School in Hyannis.

My motive is simple: I believe in education. High school students should be challenged to do their best and exposed to literature, mathematics, science, and foreign language at a higher level. The proposed Sturgis Charter School enhances the educational potential of every child in the town of Barnstable. The Sturgis Charter School will also encourage Barnstable High School to be a better school. Our town is growing; we have been adding and filling more classrooms for the last ten years and will continue to do so. The Sturgis Charter School should be seen as a partner to our high school in offering our children an excellent education. It is a choice and opportunity that our children deserve.

Sincerely yours,

Suzanne B. O'Keefe

THE
ANTHROPOLOGY OF THE
FUTURE

By
H. H. S. GUNDEL

Translated by
J. H. GUNDEL

London: George Allen and Unwin, 1931.

THE ANTHROPOLOGY OF THE FUTURE is a book which deals with the future of the human race. It is a book which is written for the general public, and it is a book which is written in a very simple and straightforward manner. The author, H. H. S. Gundel, is a well-known anthropologist, and he has written many books on the subject of human evolution. In this book, he discusses the future of the human race, and he considers the various factors which will influence the development of the human race in the future. He discusses the physical, mental, and moral development of the human race, and he considers the various theories which have been advanced regarding the future of the human race. He also discusses the various factors which will influence the development of the human race in the future, such as the environment, the social conditions, and the scientific progress. The book is a very interesting and informative read, and it is a book which is well worth reading.

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THE
ANTHROPOLOGY OF THE
FUTURE

By
H. H. S. GUNDEL

Translated by
J. H. GUNDEL

Dec. 19, 1997

Sturgis Charter school
PO Box 285
Hyannis, MA 02601

To: Massachusetts Department of Education

Re: Sturgis Charter School, Choice at the High School Level

To Whom It May Concern:

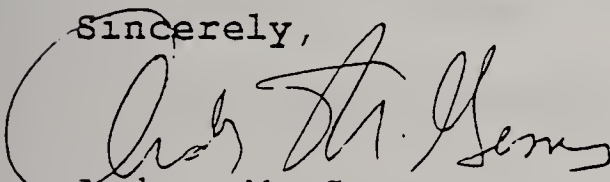
I have been following the developments of the Sturgis Charter School over the past several months to determine if it is a project that I would endorse. As a member of the African-American community on Cape Cod, it is from this perspective that I write this letter.

When I read through the Guiding Principles, I am particularly struck by the statement that "*Intellect without the character is another form of ignorance.* Adolescents need responsible rites of passage to make a successful transition from student to responsible and effective citizen."

This principle embodies three important ideas; they are that the rites of passage includes understanding the meaning of tolerance and a respect for differences, recognizing that we are unified by our diversity, and good citizenship is making our community a better place. Essentially, every ethnic and cultural background not only provides something important to the make-up of our community, but contributes important information to the human race. We are the sum of all those experiences and our lives are enriched by the exposure to these differences.

A good education provides the expression of new ideas and even the reworking of old concepts. As we enter a New Age, the educational system can no longer be didactic and unimaginative. The Sturgis Charter School curriculum will provide our community with a chance to choose excellence in education, to facilitate creative thinkers and to prepare our children for the world beyond their own backyards.

Sincerely,



Audrey M. Gomes

The Barnstable Patriot

☆ ☆ Post Office Box 1208, Hyannis, Massachusetts 02601 • (508) 771-1427 • Fax (508) 790-3997 ☆ ☆

To: Rick Porteus
Fr: Toni and Rob Sennott

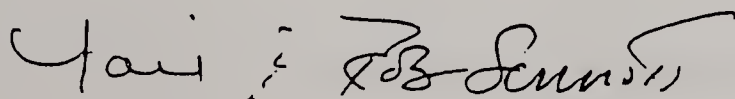
My wife Toni and I are proud to add our names and our energies to the task of creating the Sturgis Charter School from several different perspectives.

First, as parents. We're blessed with a curious, diligent and conscientious 12-year-old son who's currently in seventh grade at one of our two middle schools and we relish having the option of a lottery for a place for him at Sturgis. We've explained to him the proposed IB curriculum and he's actually most excited by it; we're confident that he'll also be challenged by it.

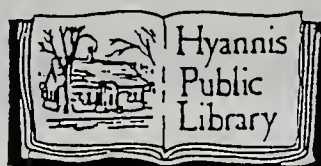
Second, as publishers of the town's only independent newspaper. While we're charged with reporting and commenting upon the affairs of our time, we're also the repository of all manner of news and opinion ourselves...news has always been "interactive" even before the term was coined. So we "know" more than many other parents and residents of Barnstable. That is to say, we've been told more than others and have the luxury, as well as the responsibility, of asking questions. And we've concluded that there's presently a real need for choice in our town and choice within the framework of the public school system. We've listened to enough tales of fruitless struggles for change within the school system. We've witnessed fiscal mismanagement. We've heard of promising students withering for lack of a challenge. Enough to make us work for a charter school to better serve the needs of our town.

Third, as residents. Education is the key to an informed and productive life, for individuals personally and for the commonweal. We've an obligation, we think, to the past as well as to the future. We must offer those within our community the best opportunities for citizenship in the fullest sense. And Sturgis Charter School is the way to fulfill that obligation.

Thank you for your efforts and the interest of those who approve our proposal.



LETTERS OF SUPPORT FROM POTENTIAL PARTNERSHIPS



December 18, 1997

Massachusetts Department of Education
One Ashburton Place
Boston, MA 02108 - 1696

RE: Sturgis Charter School

Dear Sir or Madam:

I am writing to confirm that the Trustees of the Hyannis Public Library are pleased to endorse the application of the above-referenced Sturgis Charter School for approval as a charter school in the Town of Barnstable. Furthermore, this letter will confirm that the Hyannis Public Library has made a commitment to the charter applicants to engage in cooperative programs and to share resources and facilities.

The Hyannis Public Library is located within 100 feet of the proposed location of the Sturgis Charter School. Currently, the library provides special programs to the local fifth grade school and a private parochial school. The Hyannis Public Library has the only library computer center on Cape Cod with five terminals having access to the internet. Its reference and non-fiction collection is the largest among the seven libraries within the Town of Barnstable. Consequently, our library is ideally located and equipped to provide adjunct educational resources to the Sturgis Charter School. We are excited about their proposed curriculum and their philosophy. We believe that joint ventures between the two institutions will be beneficial to each.

The Sturgis Charter School will also benefit Main Street. Its presence will enhance the character of the area and will stimulate renewed interest in the traditional business center of the Town of Barnstable. There is a great need for this school within our community and there is a potential role for it in the ongoing regeneration of Hyannis.

Thank you for your review of this matter.

Sincerely,

Charles M. Sabatt
President
Board of Trustees

401 Main Street, Hyannis, MA 02601

508-775-2280



Office of the President

4 December 1997

Richard T. Porteus
Trustee
Sturgis Educational Foundation
P. O. Box 285
Hyannis, MA 02601

Subject: Sturgis Charter School

Dear Mr. Porteus,

The purpose of this correspondence is to offer recognition and support to the Sturgis Charter School.

Massachusetts Maritime Academy welcomes the addition of an academically challenging public high school to the Cape Cod region. Additionally, your desire to link an internationally accredited liberal arts curriculum to the longstanding maritime history of the local area offers a unique and refreshing approach to secondary education. Your board's initiative and effort are to be commended.

Furthermore, your institution's *Maritime Initiative* has a natural synergy with the mission of our Academy. I am quite certain that many of our programs will be of interest to your proposed age group and skill level. Specifically, as discussed with one of your founders, our campus could be made available for a multi-day orientation that would include shipboard accommodations, small boat handling, teamwork exercises and maritime studies. We have several other programs, such as our High School Environmental Symposium and our Worldwide Classroom, which would augment the Sturgis Charter School.

In closing, allow me to reaffirm the Academy's support of your efforts. Should your charter be granted, please contact me to begin detailed discussions of our strategic partnership.

Sincerely,
Peter M. Mitchell

Dr. Peter Mitchell
President

101 Academy Drive • Buzzards Bay, MA 02532-1803 • Tel. (508) 830-5002 • Fax (508) 830-5004

Office
of the Chancellor

University of Massachusetts
Dartmouth

285 Old Westport Road
North Dartmouth
Massachusetts 02747-2300

503
999-8004

The logo for the University of Massachusetts Dartmouth, featuring the text "UMass Dartmouth" in a stylized font, with "UMass" in a larger, bold font and "Dartmouth" in a smaller font to its right. The logo is set against a dark, textured background.

December 29, 1997

Trustee Richard T. Porteus
Sturgis Educational Foundation
P.O. Box 285
Hyannis, MA 02601

Re: Sturgis Charter School

Dear Mr. Porteus:

After reviewing the information provided, I am pleased to express my support of your board's efforts regarding the founding of the Sturgis Charter School.

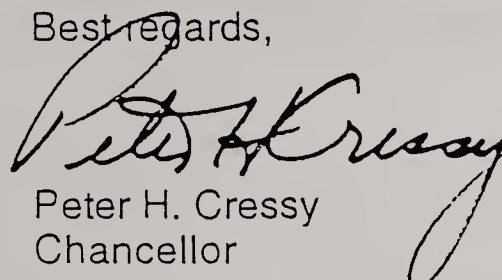
The University of Massachusetts Dartmouth's core curricula objectives correlate well with the mission of your school. The University believes cultural diversity, math and science proficiency, computer literacy, and a fluent understanding of language are critical in today's working environment. Your alignment with the International Diploma program serves these objectives well.

As you may be aware, the University of Massachusetts Dartmouth has increased its admission standards in an effort to improve our educational programs. Your quest to create an academically-challenging program compliments our efforts and works well to raise the standards of public education in Southeastern Massachusetts.

At our 710-acre Dartmouth campus, we have approximately 5,000 students, fifty percent of whom are engaged in the Performing Arts, Engineering, Humanities, or the Social Sciences. Our faculty, consisting of many recognized curriculum context experts, could become involved in your programs. Additionally, our classroom could be made available to your students via our state-of-the art distance learning technology. We have many other exciting initiatives underway that may be of interest to the Sturgis Charter School including our Marine Sciences Center. Should your charter be granted, I look forward to discussing a partnership in greater detail.

In summary, on behalf of the University of Massachusetts Dartmouth I commend your efforts and wish you well on your application.

Best regards,

A handwritten signature in black ink, appearing to read "Peter H. Cressy". The signature is fluid and cursive, with a large, sweeping "P" and "C".

Peter H. Cressy
Chancellor



John W. Farrington
Associate Director for Education
Dean of Graduate Studies
Senior Scientist

Woods Hole Oceanographic Institution

Woods Hole, Massachusetts 02543

Phone: (508) 289-2200

Fax: (508) 457-2188

jfarrington@whoi.edu

December 23, 1997

Mr. Richard T. Porteus
Trustee
Sturgis Educational Foundation,
P. O. Box 285
Hyannis, MA 02601

Dear Mr. Porteus,

I am very pleased, on behalf of Woods Hole Oceanographic Institution's Education Programs, to recognize the importance of Sturgis Charter School in expanding the diversity and excellence of high school education in the Cape Cod region. The Sturgis High School *Maritime Initiative* is particularly striking to us because of our mission at the Institution with respect to ocean research and higher education, and the communication of results of our ocean research to all sectors of society.

We have had several decades of mutually enhancing interactions with local schools, particularly Falmouth Public Schools and Falmouth Academy, by way of support of science fairs, volunteer participation by our employees in visiting schools and acting as advisors on numerous projects, and selected other programs for teachers and students. In addition, we have wider ranging interactions with teachers through our involvement in the Massachusetts Marine Educators Association and through the National Sea Grant Program activities at Woods Hole Oceanographic Institution. We anticipate similar types of interactions with Sturgis Charter School.

We look forward to the success of your charter application. Best wishes for 1998.

Sincerely,

A handwritten signature in dark ink, which appears to read "John W. Farrington", is written over a horizontal line. The signature is stylized and cursive.

John W. Farrington

cc.

Dr. Robert B. Gaosian, Director, WHOI.

MYSTIC SEAPORT

Mystic Seaport Museum, Inc.
75 Greenmanville Avenue
PO Box 6000
Mystic, CT 06355-0990
Voice 860.572.0711
TDD 860.572.5519
<http://www.mysticseaport.org>

Mr. Richard T. Porteus, Trustee
Sturgis Educational Foundation
P. O. Box 285
Hyannis, MA 02601

26 December 1997

Dear Mr. Porteus:

Mystic Seaport is pleased to extend recognition and support to the proposed "Sturgis Charter School."

The Museum's statement of purpose says we should "enhance knowledge and understanding of the sea's influence on American life" and collaborating with other educational institutions with a similar purpose makes very good sense, indeed. Given Barnstable and Cape Cod's extraordinary heritage of maritime achievement, we look forward to exploring, with Sturgis Charter School, ways that we may be able to work together.

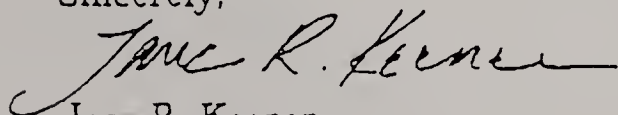
Mystic Seaport offers a variety of day and overnight programs that may provide a good fit with your school's interdisciplinary approach to the humanities and sciences. In addition to our many exhibits and activities, our facilities include a planetarium and a library. The training ship *Joseph Conrad* provides accommodations for student and scout groups participating in multi-day study programs during the school year and sail education programs during the summer. The idea of using Sturgis's Main Street location during the summer months to display maritime exhibits researched and created by your students may afford another opportunity for Museum staff to work with your students by taking them behind the scenes to understand how museums approach exhibit planning and development.

For students wishing to delve more deeply into maritime history or museum work, we may be able to offer opportunities through volunteer work and internships, as well as through the Williams College/Mystic Seaport undergraduate maritime studies program.

I am enclosing some brochures about our educational programming to give you more information. And, worth noting, Mystic Seaport located in Mystic, Connecticut, is only about two hours from Hyannis, Massachusetts.

Best of luck in applying for public high school charter. We look forward to hearing from you once you've received the good news.

Sincerely,



Jane R. Keener
Vice President
Curatorial and Educational Programs

Plimoth Plantation
P.O. Box 1620
Plymouth, MA 02362
508 / 746-1622



Richard T. Porteus
Trustee
Sturgis Educational Foundation
PO Box 285
Hyannis, MA 02601

December 22, 1997

Dear Mr. Porteus,

I would like to offer recognition and support to the Sturgis Charter School. Plimoth Plantation welcomes the addition of an innovative public high school to Cape Cod. The school's mission to have a secondary education liberal arts curriculum tied to the maritime history of the Plymouth-Cape Cod area is to be commended and is in line with the new curriculum frameworks developed by the state of Massachusetts.

Plimoth Plantation's mission is to teach the culture and history of the English and Native inhabitants of 17th century Plymouth Colony. One of our most popular exhibits is our full scale reproduction ship, Mayflower II and its accompanying smaller vessels the shallop and ship's boat. In the future we hope to develop educational programs around these exhibits and the early 17th century maritime history of the local area. The Sturgis Charter School would be a natural partner to work with to plan and develop these secondary education programs.

I would like to reaffirm Plimoth Plantation's support and encouragement for the Sturgis Charter School initiative. Please contact me should you received your charter so that we can begin to discuss a partnership and future programs.

Sincerely,

Tony Kelso
Education Department Manager

Dec. 29, 1997

Commonwealth of
MassachusettsSCHOONER
ERNESTINA
COMMISSION

Fran MacDonald
MMA/Sturgis Charter School
101 Academy Dr.
Buzzards Bay, MA

Dear Mr. MacDonald:

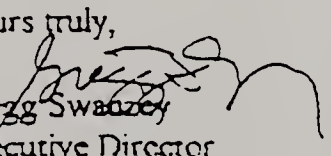
The natural connections between the programs and activities of Massachusetts Schooner Ernestina and the mission, philosophy and goals of your proposed Sturgis Charter School are easily seen. Schooner Ernestina programs teach, firsthand, about local "marine environment and maritime heritage," seek to involve and engage young learners directly with their surroundings and develop "esprit de corps and individual curiosity." Central to Ernestina activities is the awareness of the historic context of our coastal homeland and the preparation responsible citizens who will be life-long learners and informed stewards of their environment.

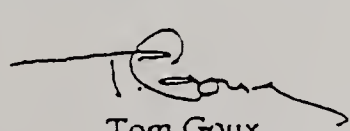
As an educational and cultural resource we can offer a wonderful variety of teaching situations addressing any number of disciplines - possible scenarios would find Sturgis Charter School students at the helm of one of the most historic ships afloat, in the dories exploring the shoreline interface of land and sea, nature and society; in the engine room, dealing with things mechanical, electrical and hydraulic; taking charge of the galley, discovering the challenges of provisioning and providing for the shipboard community, etc. Of course, with Schooner Ernestina all this real-time discovery and learning is overlaid with a century of maritime history stretching from the Grand Banks fisheries, north to the polar regions and across the Atlantic to the Cape Verde Islands and on to the shores of Africa.

As you may know, Schooner Ernestina has been expanding her teaching programs over the last three years: over 3000 students were onboard last year, including several Cape and island schools. The schooner's educational programs have enjoyed logistical support from Mass. Maritime Academy, Woods Hole Oceanographic Institution and the Marine Biological Laboratory. Many of our programs sail from MMA during our teaching season, although we also have sailed from Woods Hole, Onset and Provincetown. All these things point to some very interesting areas of activity, both physically and academically, with your proposed school population.

Please accept our best wishes and support during these formative stages. The points mentioned are but a few of the possibilities for collaboration. We look forward to hearing about your progress.

Yours truly,


Gregg Swartz
Executive Director


Tom Goux
Program Coordinator

P.O. BOX 2010
NEW BEDFORD, MA
02741-2010

TEL (508) 992-4900
FAX (508) 984-7719

<http://www.ernestina.org>



Massachusetts Department of
Environmental Management

--- Official Vessel of the Commonwealth ---

MASSACHUSETTS

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Cape Cod Education Center, Inc.

Sally C. Grimes, Ed. M., Director

P.O. Box 1527

Marstons Mills, MA 02648

Phone: (508) 420-6219 Fax: (508) 428-8109

e-mail: grimes@capecod.net

The Commonwealth of Massachusetts Department of Education
350 Main Street
Malden, Massachusetts 02148-5023

December 29, 1997

To Whom It May Concern:

At the request of Dr. Harvey Auerbach I have been asked to write a letter of support for the application he and others have submitted for the establishment of the Sturgis Charter School on Cape Cod. I am eager to support such an alternative school on Cape Cod due to the unique needs here. As an educational consultant and teacher trainer, I am in the schools on a regular basis. Here, as in other places, there is an unmet need for a variety of learning environments. However, on Cape Cod, for many complex reasons, the need is far more pronounced. The Sturgis Charter School appears to have the capability of serving a specific population of students presently underserved and could make a significant contribution to the community at large.

Sincerely,



Sally Grimes, Ed.M.

Reading and Learning Disabilities
Specialist

Cape Cod Symphony Orchestra Association, Inc.

Fiddlers Green • 712A Main Street • Yarmouth Port • MA 02675-2000 • (508) 362-1111 • Fax (508) 362-7916

Massachusetts Dept. of Education
350 Main Street
Malden, MA 02148

Re: Sturgis Charter School

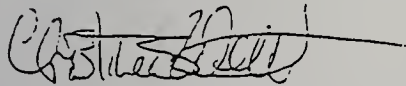
December 18, 1997

Dear Commissioner:

The founders of the STURGIS CHARTER SCHOOL are a dedicated group of people in this community whose determination to educate area students focusing on high academic achievement with full participation in the arts must be applauded. Involvement in the school by organizations such as the Cape Cod Symphony Orchestra can add tremendous backing to the dreams of its founders and teaching staff.

Art in all its forms enhances creativity, discipline, patience and most of all striving for excellence SYMPHONY 2001, the long range plan of the Cape Cod Symphony Orchestra, has a priority goal to more aggressively engage in student activities in area schools. We will be pleased to partner and extend performing arts opportunities to help nurture all students of the STURGIS CHARTER SCHOOL.

Very truly yours,



Christine E. Wells
Executive Director



providing educational
excellence, professional
development, and
lifelong learning
since 1961

Cape Cod Community College
2240 Iyanough Road
West Barnstable, MA 02668-1599

TO: Department of Education

FROM: Joanne Callum, Dance Director
Cape Cod Community College

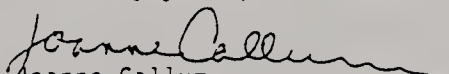
RE: Sturgis Charter School

Date: December 15, 1997

I met recently with members of the Sturgis Educational Foundation to discuss a possible relationship between the college dance program and the Sturgis School. I have been impressed by the strong focus of the Sturgis School and the opportunity of providing all students participation in the arts.

Our role as a community college is to involve and serve the community. I look forward to further discussion of our partnership and how we can support the success of the Sturgis School.

Sincerely yours,


Joanne Callum

YMCA Cape Cod

We Build Strong Kids, Strong Families, Strong Communities.

January 2, 1998

Massachusetts Department of Education
One Ashburton Place
Boston, MA

Re: Sturgis Charter School

I am pleased to write this letter in support of the proposed Sturgis Charter School.

The YMCA's mission is to bring opportunities for fitness and well-being to all within our community; therefore, we especially applaud the goals of Sturgis that include having all of its students participate in fitness and athletic programs each year. We look forward to exploring a variety of ways in which the YMCA and the Sturgis Charter School can work together to help achieve such goals.

We anticipate that our partnership with Sturgis can be a potential model for other public high schools on the Cape.

Sincerely,


Joan M. Sutherland
Executive Director

JMS/cc



20 Box 155 • W. Barnstable, MA • 02604-0155 • (508) 362-4100 • 1-800-339-YMCA • FAX: 1-508-362-1177
Lynn Center • 117 State Road • Sandwich, MA 02563 • (508) 425-9221



Cape Cod Times

THE CAPE AND ISLANDS' DAILY NEWSPAPER

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Friday, October 24, 1997

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Hyannis location considered for charter high school

By GWENN FRISS
STAFF WRITER

HYANNIS — Two dozen parents are trying to create a charter high school by September, using empty stores and offices for a downtown Hyannis campus.

"We wanted to be in Hyannis because we felt a Hyannis location, more than any other spot, would be perceived as a school that was for any student who may choose it," said Richard T. Porteus Jr., one of three trustees of the Sturgis Educational Foundation.

"We don't want to open ourselves up to the unwarranted charge that we're trying to create a pseudo-private country day school," he said. "This is a public high school."

The state Legislature agreed this summer to create 13 new commonwealth charter schools, financed with money from the local school budget but independent of the local school committee.

Massachusetts now has 25 public schools — 22 of

Please see SCHOOL, A-12

SCHOOL

them elementary or middle schools — operating on five-year charters, including Cape Cod Lighthouse School on the Lower Cape and Martha's Vineyard Regional Charter School.

A separate effort is under way in Barnstable to create a charter school for younger students.

If approved by the state in February, the Sturgis Charter School would open in September with up to 130 freshmen, then add a grade each year until the school had 500 to 600 students enrolled in grades 9-12.

Barnstable residents would have preference, with any extra slots going to students from surrounding towns in a lottery.

Organizers, who may be reached at 778-1732, plan a dozen public meetings in November to talk about the proposal.

Because charter schools are public, there is no tuition. Porteus said Sturgis School would have a first-year budget of about \$750,000 if it fills up, since the charter school would receive per-pupil costs of about \$5,000 from each student's home school district.

The school is named after William Sturgis (1782-1863), a shipmaster, merchant, legislator and philanthropist.

"This school celebrates his decision — at age 16 and in difficult circumstances — to make education his priority," the school's literature says.

Organizers say Sturgis would apply for admission to the International Baccalaureate Organization, which is recognized by colleges as having strong academic standards. Under the baccalaureate model, each student takes four years of English, history, science, mathematics and foreign language — with at least six advanced placement courses every two years, as well as athletics and arts. The latter two would be supported with user fees and fund-raising, organizers said, so they wouldn't drain the academic budget.

"Our top priority was academics. We felt the students were not being challenged enough and that the academic day was being watered down and isolated by other interests," said Porteus, an investment

broker from Centerville.

The two other trustees named so far are Dr. Harvey Aueroach of Centerville, a doctor at Cape Cod Hospital, and Marston's Mills resident Cynthia Silva, co-owner of a jewelry store.

Porteus said charter school organizers were motivated in part by their feeling that Barnstable school officials were making major decisions without listening to parents or others in the community.

"It is a reaction to the way decisions are made in this town," Porteus said. "deficit spending, block scheduling and the imposition of school-to-work training for all students have all been too-quick decisions."

Barnstable Teachers Association president Jack McLeod said he could not support the Sturgis Charter School even though he has no argument with its philosophy. As a teachers union representative, McLeod said, he opposes Commonwealth charter schools because they take money and tend to take the best students from other public schools.

"I guess you could make an analogy to a parasite," he said. "They just latch onto your school system and drain it."

Although school districts must pay charter schools for each student, Porteus said, the new charter law passed in June requires the state to reimburse the school district for three years for seats left empty when students choose charter schools. The reimbursement goes from 100 percent the first year, to 80 percent, to 40 percent in the final year.

Porteus said the Sturgis school has no intention of taking only top students.

"People may think it is a snooty place to attract only the brightest students, but inner-city schools have done well by the baccalaureate program. We think it's effort, not innate ability, that governs academic success."

Barnstable Schools Supt. Russell Dever said he doesn't think the liberal arts program would work for everyone.

"I probably would not be supportive of it," he said of the Sturgis school, "because I think it would glean off honor students from a comprehensive high school, not a representative mix. And obviously we would stand to lose that healthy balance of students most because it would be located in Barnstable."

